

## FREQUENTLY ASKED QUESTIONS III

About the Chafee Foster Care Independence Program and  
the Chafee Educational and Training Voucher Program



national foster care coalition

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### About the Chafee Foster Care Independence Program and the Chafee Educational and Training Voucher Program

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**A special thanks to NFCC member organizations for reviewing this document.**

*Produced with the support and funding of Casey Family Programs, [www.casey.org](http://www.casey.org)*

**Our thanks to Susan Weiss, Renee Fellingner, Jan Waggoner, Marlon Buchanan, and John Emerson for their support and assistance in developing this publication.**

**We would like to acknowledge Pamela Johnson, National Program Officer for the Chafee Foster Care Independence Program (Children's Bureau, HHS), for her dedication and national leadership in the areas of independent living and youth development for young people in care.**

**The National Foster Care Coalition is administered by Connect for Kids, [www.connectforkids.org](http://www.connectforkids.org).**

May, 2005

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## INTRODUCTION

The National Foster Care Coalition (NFCC) is pleased to present *Frequently Asked Questions III (FAQ III)* about the Chafee Foster Care Independence Program (CFCIP) and the Chafee Educational and Training Voucher Program (ETV Program). This volume is the third in a series of publications designed to support the full and effective implementation of the Foster Care Independence Act of 1999 (FCIA) and the Chafee Foster Care Independence Program, as well as the Chafee Educational and Training Voucher Program authorized in 2001 and funded in 2002.

In the five years since the enactment of the Foster Care Independence Act of 1999, many states have made great strides in implementing independent living programs. Many gaps in services remain, however, and societal concern for the well-being of young people aging out of foster care continues. States still struggle with the challenge of providing all eligible youth, particularly those who have left care, with consistent access to independent living and aftercare services, as well as to the new ETV Program. Since 2003, the Chafee ETV Program has been available to provide financial support to young people continuing education or vocational training after high school. Questions continue to be raised by advocates, service providers, policy makers, community

stakeholders, and young people about who is eligible for the two CFCIP programs, how to access the funding, how to provide safe and stable housing for youth aging out of foster care, and how to coordinate the CFCIP programs with other programs for which young people may be eligible. *FAQ III* seeks to address many of these questions, while pointing to resources that can provide further guidance and assistance to states, jurisdictions, service providers, and other community stakeholders, including young people themselves.

In the fall of 2004, NFCC partnered with Casey Family Programs to develop *FAQ III* and to survey practitioners, administrators, advocates, young people in foster care, and caregivers regarding questions about the CFCIP Program and the Chafee ETV Program. Flyers that asked for questions were distributed at the Casey *It's My Life* national transition conference, and over 100 conference attendees participated in a workshop discussion about the FAQ. NFCC members were asked to identify questions that should be included in the new FAQ, and reviewed the document as it was developed. Thus, *FAQ III* represents the combined efforts of hundreds of stakeholders all working to promote the very best supports and opportunities for young people making the transition from foster care to adulthood.

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## A WORD ABOUT USING THIS DOCUMENT

- The Foster Care Independence Act of 1999, hereafter referred to as “FCIA”, established the Chafee Foster Care Independence Program. In this document, the overall Chafee Foster Care Independence Program is referred to as the “CFCIP,” and the Educational and Training Voucher Program (also referred to as the Education and Training Voucher Program in federal instructions for the legislation) is referred to as the “Chafee ETV Program,” or “ETV Program.” Any specific differences between the ETV Program component and the other components of CFCIP are described in the text of questions and answers when necessary.
- The FCIA references young people between the ages of “18 and 21.” Therefore, we have used this phrase throughout the document. Please note that this means young people who have reached their 18<sup>th</sup> birthday, but have not yet reached their 21<sup>st</sup> birthday. Under some circumstances, the Chafee ETV Program is open to young people up until their 23rd birthday.
- Examples of specific state activities are meant as illustrations of possible options, not as a comprehensive description of state activities. Due to the flexibility inherent in the FCIA, policies and practices regarding such issues as eligibility for CFCIP services vary widely across states. Readers should consult with their state or local independent living and child welfare staff regarding information specific to their state or community.
- This publication is intended to provide suggestions and helpful guidance, not legal advice. Federal laws and regulations change, and are subject to different interpretations. As of publication, no federal regulation specific to either the CFCIP or Chafee ETV Program has been issued.
- The first priority of the NFCC remains advocacy on behalf of young people in foster care, and our interpretations of the policies related to independent living and foster care should be seen within this context.
- For the full text of the FCIA and the ETV amendments, as well as the most current information about the status of implementation of the CFCIP and Chafee ETV Program, please see Appendix B of this volume, and visit the Children’s Bureau website: [www.acf.hhs.gov/programs/cb/index.htm](http://www.acf.hhs.gov/programs/cb/index.htm).
- The Children’s Bureau website also includes the *Child Welfare Policy Manual*, which provides up-to-date official guidance on all federal child welfare policy, including independent living.
- A number of topics covered in this document were covered in *FAQ I & II*, some in much greater depth. For a full understanding of some topics, such as serving youth with disabilities, readers should review the previous FAQs.

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Abbreviations:		➤ IDEA	Individuals with Disabilities Education Act
➤ ACF	Administration for Children and Families	➤ IEP	Individualized Education Plan (under IDEA)
➤ AFCARS	Adoption and Foster Care Analysis and Reporting System	➤ ILP	Independent Living Program
➤ CBO	Community-based organization	➤ NFCC	National Foster Care Coalition
➤ CFCIP	[John H.] Chafee Foster Care Independence Program	➤ NGO	Non-governmental organization
➤ CFSP	Child and Family Services Plan	➤ NYTD	National Youth in Transition Database
➤ CFSSR	Child and Family Services Review	➤ NCWRFCPP	National Child Welfare Resource Center for Family Centered Practice and Permanency Planning
➤ DOL	[U.S.] Department of Labor	➤ NCWRCYD	National Child Welfare Resource Center for Youth Development
➤ DOLETA	[U.S.] Department of Labor Employment and Training Administration	➤ PIP	Program Improvement Plan
➤ ETV	[Chafee] Educational and Training Voucher	➤ RHY	Runaway and homeless youth
➤ FCIA	Foster Care Independence Act of 1999	➤ RHYA	Runaway and Homeless Youth Act
➤ FUP	Family Unification Program	➤ TANF	Temporary Assistance to Needy Families
➤ FY	Fiscal Year (for the federal government, Oct.1-Sept. 30)	➤ TLP	Transitional Living Program
➤ GED	General Equivalency Diploma	➤ WIA	Workforce Investment Act
➤ HHS	[U.S. Department of] Health and Human Services	➤ WIB	Workforce Investment Board
➤ HUD	[U.S. Department of] Housing and Urban Development	➤ YAB	Youth Advisory Board

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The National Foster Care Coalition (NFCC) is a unique partnership of national organizations, foundations, and former foster youth working to improve services and supports for foster children and families. Coalition members fund child welfare initiatives, sponsor regional and national conferences, provide direct services, and offer training and technical assistance to communities nationwide. NFCC serves as a clearinghouse of information and resources for the child welfare field. NFCC is dedicated to raising public awareness, coordinating advocacy efforts and building diverse alliances that strengthen foster care and community supports for children, youth and families. The National Foster Care Coalition has a proud record of accomplishment in awareness and advocacy efforts in the area of foster care. NFCC has led collaborative initiatives with national impact, such as raising the issue of transitioning youth to the federal agenda, and has provided critical resources to the field, such as *Frequently Asked Questions I and II about the Foster Care Independence Act of 1999 and the John H. Chafee Foster Care Independence Program*. Information regarding NFCC member organizations can be found in Appendix A. This publication, as well as *Frequently Asked Questions I and II*, can be found in pdf format on the NFCC website, [www.natlfostercare.org](http://www.natlfostercare.org), and on many of the member organizations' websites.

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## **JOHN H. CHAFEE FOSTER CARE INDEPENDENCE PROGRAM**

From The Foster Care Independence Act of 1999, PL 106-169

### **PURPOSES OF THE PROGRAM:**

1. To identify children who are likely to remain in foster care until 18 years of age and to help these children make the transition to self-sufficiency by providing services such as assistance in obtaining a high school diploma, career exploration, vocational training, job placement and retention, training in daily living skills, training in budgeting and financial management skills, substance abuse prevention, and preventive health activities (including smoking avoidance, nutrition education, and pregnancy prevention);
2. To help children who are likely to remain in foster care until 18 years of age receive the education, training, and services necessary to obtain employment;
3. To help children who are likely to remain in foster care until 18 years of age prepare for and enter post - secondary training and education institutions;
4. To provide personal and emotional support to children aging out of foster care, through mentors and the promotion of interactions with dedicated adults;
5. To provide financial, housing, counseling, employment, education and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition from adolescence to adulthood; and
6. To make available vouchers for education and training, including postsecondary training and education, to youths who have aged out of foster care.

## **EDUCATIONAL AND TRAINING VOUCHER PROGRAM**

From Title 2 of the Promoting Safe and Stable Families Amendments of 2001

The following conditions shall apply to a State educational and training voucher program under this section:

- Vouchers under the program may be available to youths otherwise eligible for services under the State program under this section.
- For purposes of the voucher program, youths adopted from foster care after attaining age 16 may be considered to be youths otherwise eligible for services under the State program under this section.
- The State may allow youths participating in the voucher program on the date they attain 21 years of age to remain eligible until they attain 23 years of age, as long as they are enrolled in a post secondary education or training program and are making satisfactory progress toward completion of that program.
- The voucher or vouchers provided for an individual under this section –
  1. May be available for the cost of attendance at an institution of higher education as defined in section 102 of the Higher Education Act of 1965; and
  2. Shall not exceed the lesser of \$5,000 per year or the total cost of attendance, as defined in section 472 of that Act.
- The amount of a voucher under this section shall be disregarded for the purposes of determining the recipient's eligibility for, or the amount of, any other Federal or Federally supported assistance, except that the total amount of educational assistance to a youth under this section and under other Federal and Federally supported programs shall not exceed the total cost of attendance, as defined in section 472 of the Higher Education Act of 1965, and except that the State agency shall take appropriate steps to prevent duplication of benefits under this and other Federal and Federally supported programs.
- The program is coordinated with other appropriate education and training programs.

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## PART I – CHAFEE EDUCATIONAL AND TRAINING VOUCHER PROGRAM

### OVERVIEW

#### 1. What is the Chafee Educational and Training Voucher (ETV) Program?

The Chafee Educational and Training Voucher Program, enacted in 2001, provides resources specifically to meet the education and training needs of youth aging out of foster care. In addition to the existing authorization of \$140 million for the Chafee Foster Care Independence Program, the law authorizes \$60 million for payments to states for educational and training vouchers for youth participating in post-secondary educational and vocational programs. This program makes vouchers of up to \$5,000 per year available to eligible youth attending institutions of higher education, as defined in the Higher Education Act of 1965.

The ETV Program expands and supplements the assistance authorized in the Foster Care Independence Act of 1999 to help children who are likely to remain in foster care until 18 years of age prepare for and enter post secondary training and education institutions. Federal government instructions to the states on implementation of the Chafee ETV Program can be found at [www.acf.hhs.gov/programs/cb/laws/pi/pi0306.htm](http://www.acf.hhs.gov/programs/cb/laws/pi/pi0306.htm). To find out information regarding a state's Chafee ETV program, contact the state independent living coordinator. Contact information for state independent living coordinators can be found at [www.nrcys.ou.edu/nrcyd/ilcoord.htm](http://www.nrcys.ou.edu/nrcyd/ilcoord.htm).

#### 2. What is the authorizing legislation for the Chafee ETV Program?

The Chafee ETV Program was established by Congress as part of reauthorization of the Promoting Safe and Stable Families Act, known as the "Promoting Safe And Stable Families Amendments of 2001" (P.L. 107-133). Title 2, Section 201 of the Act amended the Foster Care Independence Act (Chafee Act) by adding ETVs as the sixth purpose of the Chafee Foster Care Independence Program.

#### 3. Does Congress need to reauthorize this legislation?

No. The amendment of the Foster Care Independence Act to create the ETV Program is a permanent change to the Chafee Foster Care Independence Program.

#### 4. Is the ETV Program an entitlement?

No. The funds authorized under the ETV Program are discretionary funds that Congress must appropriate each year. The law authorizes a maximum appropriation of \$60 million. Congress may appropriate any amount between \$0 and \$60 million.

#### 5. How much money is available through the ETV Program?

The total amount of funds available to the states has changed each year. In fiscal year

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2002, no funds were appropriated for the ETV Program. In fiscal years 2003-2005, 42 million, 45 million, and 47 million dollars respectively have been appropriated for the program. The total amount actually available to states has been reduced by HHS administrative costs and across the board budget cuts by the federal government. In 2003, states were allocated a total of \$41,101,095. In 2004, the state allocations were \$44,062,503. For a list of state allocations for 2005, see Appendix F.

#### **6. How are the ETV Program funds allocated to the states?**

Just as in the overall CFCIP, each state's annual allocation is based on its total number of children in foster care (as a proportion of the national total reported in the Adoption and Foster Care Analysis and Reporting System, AFCARS) for the most recent fiscal year. The federal government will pay 80% of the total amount of funds expended by the state (less any penalties) up to the amount of funds allotted to the state for the Chafee ETV Program. The remaining 20% of funds must be provided by the state as a cash or in-kind match for the program.

#### **7. What percentage of ETV dollars may states or counties allocate to program administration?**

States and counties may utilize ETV dollars only for costs associated with administration of the ETV Program. HHS has recently issued policy guidance with specific reference to administration of the ETV Program, and includes the following points:

- States are allowed to “use voucher funds only to provide the vouchers and conduct administrative activities necessary to provide the vouchers.”
- “A state cannot claim the administrative costs under the title IV-E Foster Care program for implementing the Educational and Training Voucher program.”
- “States may use funds from the voucher program to pay for the salaries, expenses and training of staff who administer the State's voucher program. States must properly allocate costs to all benefiting programs, and the allocation of such costs must be included in the State's approved cost allocation plan.”

See Question 7, page 17 for detailed information regarding the utilization of overall CFCIP dollars for program administration.

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## **ELIGIBILITY**

### **1. Who is eligible for the ETV Program?**

Youth otherwise eligible for services under a state's Chafee Foster Care Independence Program are eligible to receive vouchers. (This includes youth who have left foster care because they attained 18 years of age, and have not yet attained 21 years of age; youth likely to remain in foster care until 18 years of age, commensurate with the state criteria used to determine eligibility for the program; and former foster care recipients, age 21 and younger.) Students participating in the voucher program at age 21 and making satisfactory progress toward completing their course of study or training may continue to receive vouchers up to age 23. States may provide vouchers to youth who are adopted from foster care after attaining age 16. To find out the specific eligibility requirements and services available in your state, contact the state independent living coordinator.

### **2. How long can students receive ETV Program funds?**

Students may receive ETV funds as long as they are in good standing and making progress towards completing their program or graduating. In higher education, this means earning no less than a 2.0 GPA two semesters in a row or passing marks in a technical/vocational program. Individual state programs may have additional requirements such as periodically meeting with a caseworker or limiting the funding to 10 semesters. States or education programs may have other provisions in place to

maintain a student's enrollment in the program, such as a probationary status for students with GPAs below 2.0.

### **3. Do students apply for funding in the state where they were in foster care or in the state where they are attending college or vocational school?**

It depends. If a youth formerly in foster care is already receiving a voucher and moves to another state for the sole purpose of attending an institution of higher education, the youth's original state of residence should continue to provide a voucher to the youth for as long as the youth remains eligible for the program. If, however, an eligible youth permanently moves to another state after leaving care and subsequently enrolls in college or vocational school, he/she should apply for an ETV voucher in his/her current state of residence.

Although federal policy guidance states that students (having left foster care) should be funded in their current state of residence, most youth apply back to the state that had custody of them when they emancipated. Few states have the resources to verify eligibility for students who aged out of foster care (or for participating states, were adopted from foster care at or after 16) in another state. A few states (e.g., AR, AL, CO, IN, NC, OH, and NY) have the administrative capacity to work through eligibility/jurisdiction issues. Youth, as well as state and county administrators, identify this issue as a challenge to implementing the ETV Program.

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**4. Do students have to maintain a minimum number of credit hours to continue receiving ETV funds?**

It depends on the state. There is no minimum required number of credit hours to receive ETV funds in the legislation. Each state sets the guidelines for its ETV program within the definition of the law, i.e., “making satisfactory progress towards completing their course of study or training.”

**5. Is there any flexibility for providing ETVs to youth ages 21-23 who were not involved in the ETV Program by age 21?**

No. Students must have participated in the ETV Program prior to their 21<sup>st</sup> birthday in order to continue receiving ETV funds until age 23. There is no flexibility for funding youth who are over 21 and have not already been involved with the ETV Program before their 21<sup>st</sup> birthday.

**6. How does the state let young people know that these funds are available?**

Strategies for outreach to eligible youth vary from state to state. In most cases, it includes outreach to those working with adolescents: case managers, foster parents, high school guidance officers, college and vocational program counselors, financial aid offices, youth and alumni organizations, homeless shelters, and residential programs. Juvenile Court judges, Court Appointed Special Advocates (CASAs), and other advocates should also be made aware of the program. Outreach should include basic information regarding eligibility criteria, how to apply, the

process for awarding vouchers, and communicating with students. Additionally, states should include a presentation on the ETV Program at their teen conferences and facilitate opportunities for youth receiving vouchers to speak out at county/agency events. Many states have distributed flyers or brochures with information about the program at teen conferences, child welfare meetings, and caseworker training events.

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## **PLANNING AND ADMINISTRATION**

### **1. Who administers the Chafee ETV Program in each state?**

In most cases, the Chafee ETV Program is administered through the state independent living program or CFCIP. There are a number of states, however, that have elected to administer the ETV Program through the state financial aid office (e.g., the California Student Aid Commission) or at the local level (all child welfare programs in Florida are administered through community-based agencies). A number of states (e.g., North Carolina, Indiana, Colorado) have contracted implementation of the Chafee ETV Program to the Orphan Foundation of America, a national education support and scholarship organization. To find out who administers a state's ETV Program, visit [www.statevoucher.org](http://www.statevoucher.org), and click on a specific state.

### **2. Where is information about state-specific plans for implementing the Chafee ETV Program?**

States were required to include information about the ETV Program as part of the CFCIP section of the larger Child and Family Services Plan due in June of 2004.

Information about the ETV Program must also be included in the Annual Progress and Services Report (APSR). See Appendix C for information specific to the CFCIP and Chafee ETV Program within the program instruction for the Child and Family Services Plan (CFSP). The National Child Welfare Resource Center for Youth Development and NFCC have collected information on the

CFCIP and the Chafee ETV program from every state at [www.nrcys.ou.edu/nrcyd/state\\_home.htm](http://www.nrcys.ou.edu/nrcyd/state_home.htm) and the Orphan Foundation's State Voucher website has specific ETV information and links at [www.statevoucher.org](http://www.statevoucher.org).

State websites may include ETV information in their foster care or child welfare pages. To access state websites, go to [www.stateline.org](http://www.stateline.org).

### **3. Who should be involved in planning the ETV Program?**

Planning for the ETV Program should be an integrated part of planning for the overall CFCIP program, and should meet the requirements and certifications set for stakeholder involvement by the legislation.

Critical participants in the planning process include:

- Foster care and independent living service providers
- Group care service providers
- Local workforce and employment services staff
- Representatives from the homeless services community
- The higher education/financial aid community
- Caregivers
- Youth in care and alumni, particularly higher education students

- 
- Officials from the agency that will administer the program
  - Representatives from secondary and alternative education

Because it is a relatively new program, the ETV Program may require an intensive planning process. Planners and stakeholders should concentrate on strategies for outreach to eligible youth, as well as program mechanics, including the application process, defining successful outcomes, and monitoring and supporting youth. Caseworkers and independent living staff should establish strong communication processes with local institutions of higher education to ensure that young people receive maximum benefit from the voucher program, and that the voucher process is coordinated with other financial aid and scholarship programs.

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## **DEFINITIONS AND PROGRAM IMPLEMENTATION**

### **1. What is an institution of higher education?**

An institution of higher education, as defined by the Higher Education Act of 1965:

- Awards a Bachelor's Degree or is not less than a two-year program (Associate's Degree) that provides credit towards a degree, or
- Provides not less than one year of training towards gainful employment, or
- Is a vocational program that provides training for gainful employment and has been in existence for at least two years.

Such an institution must also meet all three of the following criteria:

- Admits as regular students only persons with a high school diploma or equivalent; or admits as regular students persons who are beyond the age of compulsory school attendance.
- Is a public, private, or non-profit institution.
- Is accredited or pre-accredited and is authorized to operate in that state.

### **2. How can it be determined if a school or program meets the criteria established by the Higher Education Act of 1965?**

All schools that meet the federal eligibility criteria have been assigned a Title IV school code number. Two web sites provide this

school code verification and can be searched by state or specific school. If the school or program is listed, they meet the Higher Education Act's criteria and have been assigned a federal school code. Students enrolled in these schools are eligible to receive ETV dollars. The sites are:

- [www.fafsa.ed.gov/fotw0506/fslookup.htm](http://www.fafsa.ed.gov/fotw0506/fslookup.htm)
- [www.finaid.org/fafsa/tiv.phtml](http://www.finaid.org/fafsa/tiv.phtml)

### **3. What are "costs of attendance"?**

Costs of attendance are defined under the Higher Education Act of 1965 ([www.nrcys.ou.edu/nrcyd/programs/programspdfs/section472.pdf](http://www.nrcys.ou.edu/nrcyd/programs/programspdfs/section472.pdf)), and include tuition, fees, equipment, materials, computers, housing, internships, school-related travel, childcare, room and board, healthcare, and student loans. Universities, colleges, and other programs have tools for calculating the cost of attendance for their school, and have some flexibility in determining costs of attendance for individual students. A government web site, [www.nces.ed.gov](http://www.nces.ed.gov), lists the standard tuition and fees plus room and board costs for any institution that receives federal Pell Grant funding.

### **4. Will receiving ETV funds affect other federal financial aid that a student receives?**

No, other than that the total aid package, including the ETV, may not exceed the total cost of attendance. The ETV-related

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amendment to the CFCIP states, “The amount of a voucher under this section shall be disregarded for the purposes of determining the recipient’s eligibility for, or the amount of, any other Federal or Federally supported assistance, except that the total amount of educational assistance to a youth under this section and under other Federal and Federally supported programs shall not exceed the total cost of attendance, as defined in section 472 of the Higher Education Act of 1965, and except that the State agency shall take appropriate steps to prevent duplication of benefits under this and other Federal and Federally supported programs.”

**5. Can Chafee ETV Program funds be used to support an existing state-funded scholarship or tuition waiver program?**

It depends on the state. Congress intended for ETV funding to increase the amount of financial assistance available to youth rather than replace existing funds. A state cannot supplant currently allocated state funds with Chafee ETV Program funds for an existing program. However, some states are incorporating ETV funds as an expansion of an existing post-secondary funding program, such as Florida’s Road to Independence Scholarship. Other states, such as Alaska, are developing new tuition waiver or scholarship programs utilizing ETV Program funds.

**6. Can ETV funds be used to support health and mental health services for foster youth in post-secondary education or training programs?**

It depends. ETV funds may be used to pay for health insurance, which may also cover mental health services. ETV funds may not be used to pay directly for a doctor’s visit or dental services. A state may, however, allow students to use a portion of a monthly living expense stipend which has been included in determining the cost of attendance for doctor co-payments, prescriptions, or other health and mental health expenses.

**7. What are some best or promising practices for ETV programs?**

Successful ETV programs work closely with those persons and programs providing Independent Living Program (ILP) services to young people in foster care. The Chafee ETV Program, however, should not be solely an extension of services available to those participating in an ILP. Many young people who can benefit from the Chafee ETV may not participate in formal ILP services or programs, and some eligible youth (those adopted at age 16 or older) are unlikely to be getting such services. Youth receiving ETVs, whether or not they have previously participated in ILP services, will benefit from coordination between the financial assistance of an ETV and post-secondary guidance and support services offered by an ILP.

Best practices include but are not limited to:

- A clearly defined application process and a funding process transparent to stakeholders, including informing students of the amount of funding they receive, the allowable purpose of these funds, and to whom and when the money is paid.
- Open lines of communication between the applicants/participants and the ETV

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administrator including an 800 number, an email address, and a website to ensure that youth understand and comply with all program components and establish a relationship with the ETV program.

- Individual assessments for all applicants to ensure that ETV funds are based on their unmet financial need as calculated by their educational institution.
  - ETV funding tailored to students' individual needs within the context of the overall financial aid package. In North Carolina, for example, health insurance is an identified priority; ETV funds are used to purchase a policy once tuition, books, and fees are covered.
  - Ongoing support and monitoring of students' progress to avert student drop outs; recipients should be encouraged to access on-campus services including tutoring and other programs designed to support students at-risk, e.g., TRIO Programs, campus mental health, tutoring, and career services, etc.
  - A mid-semester attendance verification process to prevent students from continuing to receive funds if they drop out.
  - Identification of, and specialized services for, groups of youth who may have a higher risk of dropping out, such as parenting students; those with learning disabilities; first generation college students; and those who are gay, lesbian, bisexual, transgender, or questioning.
  - A probation and specialized support program for youth at risk of failure or who are not making satisfactory progress toward completion of the educational program.
- Data collection and evaluation of outcomes, including the number or percentage of students making satisfactory grades each semester, reapplying annually, and ultimately graduating and entering the workforce at a living wage in the field for which they were educated.
  - Required training under CFCIP (which must be paid for through Title IV-E, not CFCIP) should include training for foster parents, caregivers, and other supportive adults to strengthen and support their role as mentors and counselors to youth in college and training programs, as well as support the aspirations of younger youth in their care.
  - Program leadership that strongly and visibly supports full and effective use of the ETVs.
  - Comprehensive transition planning with the youth that ensures safe and stable housing during school holidays and summer breaks.
  - Program integration with state and/or school financial aid offices to ensure that any unmet financial needs for students are determined and addressed in a coordinated manner.
  - Transparent fiscal reporting systems that provide timely accounting for all funds spent by category (e.g., tuition, books, health insurance, rent/dorms, transportation).
  - Use of CFCIP funds to provide ETV recipients with needed supplemental support services such as childcare, test

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preparation, independent living services, and job placement and retention services.

- State coordination of the CFCIP and ETV Programs that ensures the development of adequate sources for required matching funds, drawing down of all available federal funds, and full utilization of funds within federal timelines.

**8. What data or outcomes are states required to report regarding ETV Program participants?**

Each state submits an ETV Program report as part of the APSR. The report must contain the following information:

- A complete description of the ETV Program, including services and activities planned, conducted, modified, expanded or newly established to achieve the purpose set forth in section 477(a)(6) of the Act;
- A description of the categories such as tuition, fees, transportation, consumables (books, supplies, uniforms), and tutoring under which eligible youth received vouchers for the fiscal year for which the state is reporting.

States will also be required, under the National Youth in Transition Database (NYTD) to collect data and report on services and youth outcomes related to educational attainment.

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## **PART II — JOHN H. CHAFEE FOSTER CARE INDEPENDENCE PROGRAM**

### **OVERVIEW**

#### **1. Is the Chafee Foster Care Independence Program an entitlement?**

The CFCIP, with the exception of the Chafee ETV Program component, is a capped entitlement program. This means that funding for the program is mandatory and guaranteed from year to year. Unlike an open-ended individual entitlement program, which guarantees funding for all eligible persons, the amount available in a capped entitlement program is set by law. The CFCIP is capped at \$140 million annually as of the date of this publication.

In 2001, Title II of the Promoting Safe and Stable Families Amendments of 2001 amended the Chafee Foster Care Independence Program to add a sixth purpose and to authorize an additional \$60 million for educational and training vouchers for youths aging out of foster care. The ETV Program is part of the CFCIP, and is subject to all of the same fiscal and reporting requirements. The federal funding procedures, the amount of funding for the ETV Program, and some eligibility requirements are separate, however, and must be implemented only for this component of the CFCIP. Unlike the \$140 million permanently authorized for the CFCIP program, the \$60 million for ETVs is an authorization for discretionary funds, which must be appropriated each year by

Congress (See Appendix B, page 58, Educational and Training Voucher Program, for more information). This part of the program may be funded at any level between \$0-\$60 million.

#### **2. Does the Foster Care Independence Act of 1999, which established the CFCIP, need to be reauthorized?**

No. The Foster Care Independence Act of 1999 (PL 106-169) created a permanent change to Title IV-E of the Social Security Act. The FCIA establishes the CFCIP, and replaces the former Title IV-E Independent Living Initiative established in 1986. The CFCIP does not need to be reauthorized and can only be changed by amendment, as it was in 2001 when the Chafee Educational and Training Voucher Program was added.

#### **3. How are CFCIP dollars allocated to the states?**

Funds under the CFCIP are distributed to each state based on its total number of children in foster care (as a proportion of the national total reported in AFCARS) for the most recent fiscal year. Allotments may vary from year to year as caseloads change. Young adults who have left foster care and receive CFCIP services are not counted in AFCARS and are thus not included in the formula for allocating funds to states.

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The new formula takes into account the fact that states may use CFCIP funds for children in both federal and state-funded foster care programs. It also updated the formula used previously under the Title IV-E Independent Living Initiative, which was based on a 1984 count of the number of children in the federal foster care program. The FCIA also added a “hold harmless” provision and a small state minimum to the allotment formula. These together ensure that each state will receive at least the amount it received in FY 1998 or \$500,000, whichever is greater.

In making the allotment calculations, the Secretary of the U.S. Department of Health and Human Services sets aside 1.5 percent of the funds authorized for evaluation, research, and technical assistance. The Secretary then divides the remainder among the states that have submitted applications for the funds. To ensure that each state receives at least what it received in FY 1998 (under the previous Independent Living Initiative), but no less than \$500,000, allotments for other states may be reduced by a small amount across the board.<sup>1</sup>

States have two fiscal years to expend the funds they receive in a fiscal year under the CFCIP and the Educational and Training Voucher Program.

States must submit a five-year plan for the CFCIP to the federal government as part of the state’s larger CFSP. After the Secretary of HHS approves the plan, the state may apply each year for CFCIP funds upon receipt of notification by HHS that funds are

available for the current fiscal year, and after submitting an annual report.

#### **4. What are the reporting requirements related to young adults ages 18-21 under AFCARS?**

In general, states are expected to report all children in foster care and under the placement, care, or supervision of the state agency to AFCARS. In the case of young people 18 years of age or over, states must report the following to AFCARS:

- Youth who have not reached the state’s legal age of majority; *and*
- Youth who have reached 18 years of age, but not yet 19 years of age, on whose behalf the state is providing Title IV-E foster care maintenance payments. Such youth must be reported to AFCARS whether or not they have reached the age of legal majority in the state.

Young people who remain in foster care past age 18 or 19 and for whom care and/or services are paid with state funds, or who receive only CFCIP-funded aftercare services past age 18, are not counted in AFCARS and are thus not included in the calculation of the state’s CFCIP allocation.

#### **5. Do CFCIP dollars require a match? If so, how are states meeting the match requirement?**

Yes. States must provide a 20 percent non-federal match each fiscal year to receive their full share of the funds appropriated for each CFCIP Program (CFCIP and the ETV Program). The regulations governing federal

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<sup>1</sup> State allocations for fiscal years 2002-2005 are available at <http://nrcys.ou.edu/nrcyd/programs/chafee.htm>.

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funding for CFCIP (including the ETV Program) specify that the match may be in cash or in-kind, and that other federal dollars cannot be used for the match.<sup>2</sup> The in-kind match may include expenditures made for room and board. The *Child Welfare Policy Manual* further indicates that match requirements for the CFCIP permit the use of third-party, in-kind contributions.<sup>3</sup> For example, life skills training provided by a private community-based agency to youth who are participating in the CFCIP is a service within the purposes of the CFCIP and can be considered an acceptable third-party, in-kind contribution (as long as the agency is not receiving CFCIP dollars to provide the training). Some states, such as Oregon, rely entirely on in-kind match provided by community-based service providers. Others, such as Michigan, receive an annual appropriation of funds from the state legislature to serve as a cash match for CFCIP funds.

**6. If states do not use all of their CFCIP or ETV Program dollars, what happens to the funds?**

If a state does not apply for its full CFCIP or ETV allocation in any given fiscal year, the U.S. Department of Health and Human Services shall reallocate the amount not applied for to other states as needed. This was a provision added to the overall program in 2001. States have two years to spend their annual CFCIP and ETV

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<sup>2</sup> According to the *Child Welfare Policy Manual*, the CFCIP follows 45 CFR Part 92, Uniform Administrative Requirements for Grants and Cooperative Agreements to State, Local, and Tribal Governments. See *Child Welfare Policy Manual*, Section 8.1F. The CFR, or Code of Federal Regulations, as well as other policy and legislative information, can be found at [www.acf.hhs.gov/programs/cb/laws/](http://www.acf.hhs.gov/programs/cb/laws/)

<sup>3</sup> Codified at 45 CFR 92.24.

allocations. At the end of the two-year period, unspent monies revert to the federal treasury, not the CFCIP or ETV Program.<sup>4</sup> In fiscal year 2000, a one-time extension was authorized, allowing states three years to spend their first allocation of CFCIP funds. No additional extensions have been granted for expenditure of CFCIP and Chafee ETV Program funds.

**7. What percentage of CFCIP or ETV dollars may states or counties allocate to administration of the programs?**

The Act permits a state to use its CFCIP allocation in “any manner that is reasonably calculated to accomplish the purposes of this section,” i.e., the CFCIP.<sup>5</sup> States may utilize ETV dollars, however, only for administration of the ETV Program (see question 7, page 6). There is no specific cap on funds for administration as there is in some other federally funded programs. States, therefore, have considerable flexibility regarding utilization of CFCIP funds.

Administrative costs include funding for information system development and operational costs that are consistent with the purposes of the program and necessary to comply with data collection and performance measurement requirements. Although some training may be charged as administration, the *Child Welfare Policy Manual* notes that there is one important exception: the cost of training foster parents, workers in group homes, and case managers on issues confronting adolescents preparing to

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<sup>4</sup> Social Security Act 477; PL 107-133

<sup>5</sup> Foster Care Independence Act of 1999, PL 106-169, 106<sup>th</sup> Congress. Section 477 (d)(1)

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transition from care must be charged to the Title IV-E training program rather than the CFCIP.<sup>6</sup>

**8. What resources are available for information about state-specific independent living services and programs?**

The best source of information regarding a state's CFCIP programs and services is the state independent living coordinator. The University of Oklahoma National Child Welfare Resource Center for Youth Development (NCWRCYD) maintains a list of independent living program coordinators with contact information. To see the list go to [www.nrcys.ou.edu/nrcyd/ilcoord.htm](http://www.nrcys.ou.edu/nrcyd/ilcoord.htm).

**9. Where are state CFCIP plans available?**

Most states have their plan available on their child welfare department websites. In addition, the NCWRCYD, in collaboration with the NFCC, has developed fact sheets on each state with a web link or instructions on how to access each state's CFCIP plan. To access the NCWRCYD/NFCC state-by-state fact sheets, visit [www.nrcys.ou.edu/nrcyd/state\\_home.htm](http://www.nrcys.ou.edu/nrcyd/state_home.htm).

Each state must submit a new plan to HHS every five years as part of the larger Child and Family Services Plan for the state's child welfare system. The state plans must be made available for public comment prior to submission to the federal government.

The latest plans were submitted by states on June 30, 2004.

During the five years the plan is in effect, the state must submit the APSR, which includes any request for changes to the plan, as well as the request for the next year's funds. States also submit a financial report on expenditures and matching funds annually. Child and Family Services Plans may be found by locating each state's child welfare department website through [www.stateline.org](http://www.stateline.org).

**10. Who can participate in developing a state's CFCIP plan or program?**

States are required to engage a wide range of stakeholders, including young people, in developing the CFCIP plan (see *FAQ II*, pp. 12-14), and page 20 of this document. The FCIA specifically requires states to consult with tribes regarding the CFCIP plan. Some states hold an annual meeting to review progress and conduct planning for the independent living program. Others convene planning or advisory groups to participate in developing the five-year plan. Contact the state independent living coordinator to find out when a state will be updating their CFCIP plan or to request information regarding opportunities for public input and/or participation. Some states, such as South Dakota, convene stakeholders annually to review and provide input to the CFCIP program. In its guidance to states, HHS has strongly recommended that young people in foster care as well as those who have left care be involved in planning related to the CFCIP.

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<sup>6</sup> Sections 477(b)(3)(D) and 477(d)(1) of the Social Security Act, *Child Welfare Policy Manual*, Section 3.1H.

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## **11. How have states engaged tribes in planning and delivery of CFCIP services?**

At the time of this publication, five years after the passage of the FCIA, it is still not clear whether tribes are participating actively as stakeholders in CFCIP planning, or whether Indian youth have access to CFCIP services on the “same basis” as other youth in the state, as required by the Act. States have made efforts to engage tribes in the CFCIP planning process by including them in stakeholder meetings, or through consultation with statewide tribal organizations. According to a survey conducted by NICWA (National Indian Child Welfare Association) in 2001, however, only about half of tribes surveyed were familiar

with the CFCIP. CFCIP presents particular challenges for state planning and delivery of services, as the law requires that Indian youth in federally recognized tribes receive services regardless of whether the tribe has entered into a Title IV-E child welfare services agreement with the state.

Some states, like Washington, have allocated a percentage of the CFCIP funds to be divided up equally among tribes in the state. There is currently little information regarding tribal access to CFCIP planning processes, services, or funding. It is clear that significant work must still be done to ensure not only tribal participation as stakeholders in the CFCIP, but also to ensure that services and the planning process itself are accessible and culturally acceptable to tribes and to Indian youth

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**EXCERPTS FROM FEDERAL PROGRAM INSTRUCTIONS  
REGARDING STATE PLANNING AND REPORTING:**

***Consultation Requirements***

The State's Chief Executive Officer or delegate (as authorized by State law) must certify that public and private organizations representing a wide range of stakeholders and consumers, in particular Indian Tribes, are consulted in the development of the CFCIP 5-year plan. Also, we strongly encourage the involvement of young people, those presently in care as well as former foster care youth, in the planning activities.

[Issuance Date: April 20, 2000]

***Chafee Foster Care Independence Program Plan***

The Foster Care Independence Act of 1999 authorizes States to apply for funds for a period of five consecutive fiscal years by submitting a plan that meets specified requirements in section 477(b)(2) of the Act. To assist States in planning comprehensively for the full array of child welfare services, from prevention and protection through permanency, we are consolidating the CFSP and the CFCIP plans. This consolidation is consistent with both the requirements in CFCIP (see section 477(b)(3)(F)) and the regulation on the comprehensive CFSP (see 45 CFR 1357.15). The CFCIP requires a certification by the chief executive officer of the State to "...make every effort to coordinate the State programs ... with other Federal and State programs for youth..." (section 477(b)(2)(F)). The regulations for the CFSP require States to include information on their independent living program under title IV-E of the Act in the CFSP and the APSR in order to be eligible for funds under title IV-B. In addition, such consolidation reduces duplicative information requirements for the CFSP and the CFCIP plans.

In order to bring the two State plans into the same time frame, States applying for CFCIP funds are required to submit a four-year (FY 2001 - 2004) CFCIP plan with the APSR, due no later than June 30, 2001. Instructions for developing the CFCIP plan are in ACYF-CB-PI-01-02, issued February 13, 2001 (see Attachment B). In addition to submitting a four-year CFCIP plan, States and Puerto Rico are required to provide an annual update to their CFCIP plan for each of the four years under the plan, which is incorporated into the APSR.[Issuance Date: February 14, 2001]

The text of the Foster Care Independence Act and the ETV amendment, as well as federal program instructions and other policy information regarding the CFCIP and ETV Program are located at the Children's Bureau website:

**[www.acf.hhs.gov/programs/cb/laws/policy.htm](http://www.acf.hhs.gov/programs/cb/laws/policy.htm)**

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## **PROGRAM EFFECTIVENESS AND ACCOUNTABILITY**

### **1. How will HHS ensure that services funded under the CFCIP are operated as required by federal law?**

At a minimum, HHS must enforce the following accountability provisions:

- A requirement that there be a certification in a state's five-year plan, by the state's chief executive officer, that the state has established and will enforce standards and procedures to prevent fraud and abuse in the programs funded under the Chafee Independence Program.
- A requirement that a state describe in its five-year plan how it intends to cooperate with national evaluations of the independent living programs.
- A system of fiscal penalties on states for noncompliance that specifies:
  - A reduction of between one and five percent of the amount allotted to the state under the CFCIP for operating a service in a manner inconsistent with or not disclosed in the state application approved by HHS.\*
  - A reduction of between one and five percent of the amount allotted to the state under the CFCIP for a fiscal year for failing to comply with the federal information collection plan (state performance assessment).

\*The exact amount of these penalties will be determined by HHS based on the degree of noncompliance by the state.

### **2. In addition to compliance measures, are there provisions in the Foster Care Independence Act to determine the**

### **effectiveness of state Independent Living Programs and to assess the quality of services provided to youth in transition?**

Yes. In 1999, prior to passage of the Foster Care Independence Act, the General Accounting Office (GAO) reported on the need for increased accountability by both HHS and the states in the implementation of Independent Living Programs (ILPs).<sup>7</sup> In developing the accountability provisions of the Foster Care Independence Act of 1999, members of Congress sought to improve data collection and evaluation of service delivery outcomes for young people participating in ILPs. In a follow up report issued in 2004, the GAO again recommended that HHS increase efforts to collect information and data from the states through both annual reports and through implementation of the mandatory state performance assessment program described below.<sup>8</sup>

The Foster Care Independence Act of 1999 also requires the Secretary of the U.S. Department of Health and Human Services (HHS), in consultation with key stakeholders, to develop a set of outcomes and measures to assess states' performance with respect to their effectiveness in assisting youth in making

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<sup>7</sup> General Accounting Office, *Foster Care: Effectiveness of Independent Living Services Unknown*, Washington, D.C.: GAO, November, 1999. GAO is an independent, nonpartisan, professional services agency in the legislative branch of government that is commonly regarded as the audit, evaluation, and investigative arm of the Congress. Most of GAO's work is undertaken in response to congressional requests. GAO reports provide analyses and evaluations of federal programs and recommendations to help Congress make informed oversight, policy and funding decisions. GAO reports are available at [www.gao.gov](http://www.gao.gov).

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a successful transition from foster care to independent living.

The FCIA requires states to collect data in order to track:

- The number and characteristics of young people receiving services under the CFCIP;
- The type and quantity of services provided to youth; and
- State performance on outcome measures developed by HHS, as elaborated upon below.

The outcomes identified in the legislation include:

- Measures of educational attainment
- High school diploma
- Employment
- Avoidance of dependency
- Homelessness
- Non-marital childbirth
- Incarceration
- High-risk behaviors

### **3. With whom must the Secretary of HHS consult in developing these outcome measures?**

The Secretary of HHS is required to consult with state and local public officials responsible for administering ILPs and other child welfare programs, child welfare advocates, members of Congress, youth service providers, and researchers in developing these outcome measures. In 2000 and 2001, HHS convened a national advisory group of independent living experts, former foster youth, service providers, researchers, and advocates to

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<sup>8</sup> General Accounting Office, *HHS Actions Could Improve Coordination of Services and Monitoring of States' Independent Living Programs*, Washington, D.C.: GAO, November 2004.

support the development of both the outcome measures and the data collection instruments for the state performance assessment. HHS also conducted a series of focus groups around the country in order to comply with the stakeholder participation requirement and to build a national consensus around youth outcomes.

### **4. Does HHS have a plan for collecting performance data from the states regarding implementation of the CFCIP?**

As required by the Foster Care Independence Act of 1999, HHS submitted a report in 2000 to Congress (the House Ways and Means and Senate Finance Committees), detailing its plans and timetable for collecting required data and developing outcome measures to assess state performance under the CFCIP. This report included a proposal for penalties to be imposed on states that do not report the required data.<sup>9</sup> HHS, through contracts with Westat and Caliber Associates, developed NYTD (National Youth in Transition Database), a data-collection and performance assessment system that will support states in meeting the CFCIP requirements.

### **5. Is HHS currently collecting this information from the states? Where is state-specific performance information available?**

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<sup>9</sup> U.S. Department of Health and Human Services, *Developing A System Of Program Accountability Under The John H. Chafee Foster Care Independence Program: The Department of Health and Human Services' Plan for Developing and Implementing the National Youth in Transition Information System*, September, 2001. Available at [nrcys.ou.edu/nrcyd/programs/programspdfs/rept\\_to\\_congress\\_sept\\_2001.pdf](http://nrcys.ou.edu/nrcyd/programs/programspdfs/rept_to_congress_sept_2001.pdf).

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In 2001, HHS announced that it would issue a regulation on state implementation of data collection and performance assessment processes. Implementation of NYTD will not begin until the regulatory process is completed. At the time of the 2004 GAO report, HHS stated that they would issue the regulation in 2005. Projections for when the state performance process would be initiated range from 2006 to 2008.

In expectation that the NYTD would be implemented as early as 2003, states began modifying existing reporting and data collection mechanisms to comply with the federal state performance assessment. Many states collect data regarding youth served and services provided for annual reporting purposes, and such information may be available from the state independent living coordinator. In addition, Casey Family Programs will be making a CFCIP-specific outcome assessment tool available to states in 2005 at [www.caseylifeskills.org](http://www.caseylifeskills.org).

**6. Other than assessment of state performance, does the Foster Care Independence Act require any evaluation of services and programs funded under the CFCIP?**

Yes. In addition to the state performance assessment, the law requires HHS to conduct an evaluation of those programs that it deems innovative or of potential national significance. Evaluation, using rigorous scientific standards, should demonstrate the effects of the program on education, employment, and personal development. The FCIA encourages the Secretary of HHS to work with state and local governments to design methods for conducting these evaluations.

The HHS Children's Bureau contracted with the Urban Institute and its partners—the Chapin Hall Center for Children and the National Opinion Research Center—to conduct an initial evaluability assessment and a five-year evaluation of selected programs funded through the CFCIP. The goal of the Chafee Independent Living Evaluation Project is to identify programs that can be rigorously evaluated and to develop evaluation designs that will meet the requirements of the authorizing legislation. The ultimate goal of the evaluation is to determine the effects of Independent Living Programs funded under CFCIP in achieving key outcomes for participating youth including increased educational attainment, higher employment rates and stability, greater interpersonal and relationship skills, reduced non-marital pregnancy and births, and reduced delinquency and crime rates.

In 2001, HHS convened a national advisory group to support implementation of the evaluation project. After completion of a two-year research feasibility project, the Urban Institute and its partners have initiated evaluation activities in the following four sites:

- The Independent Living Skills Program (ILSP) in Los Angeles, CA
- The Early Start to Emancipation Program (ESTEP) in Los Angeles, CA
- An employment program provided through the county TANF agency in Kern County, CA
- The statewide Adolescent Outreach Program under CFCIP in Massachusetts

ACF expects to complete the evaluations by December 2007.

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## 7. How are the state performance assessment process (NYTD) and evaluation projects funded?

questions asked by the GAO and the answers and discussion generated by the report.<sup>13</sup>

Of the \$140 million authorized for the CFCIP, 1.5 percent must be reserved each fiscal year for evaluation, technical assistance, performance measurement, and data collection activities. HHS may carry out these activities directly or through grants, contracts, or cooperative agreements.

In addition to the federally-sponsored evaluation, there are currently three relevant studies of youth aging out of foster care conducted by Casey Family Programs and the Chapin Hall Center for Children that have produced highly interesting and useful data<sup>10,11,12</sup>.

## 8. Is there any other information available about implementation of the Chafee program?

The Government Accountability Office (GAO) at the request of U.S. Senator Charles Grassley, and U.S. Representatives Tom DeLay, Wally Herger and Benjamin Cardin undertook a report on Chafee. The chart on the following page details the

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<sup>10</sup> Courtney, et. al (2004). *Midwest Evaluation of the Adult Functioning of Former Foster Youth: Conditions of Youth Preparing to Leave State Care*. Chapin Hall Center for Children: Chicago, IL.

<sup>11</sup> Pecora, P. et. al (2004). *Assessing the Effects of Foster Care: Early Results for the Casey National Alumni Study*. Casey Family Programs: Seattle, WA. Available at [www.casey.org/Resources/Publications/NationalAlumniStudy.htm](http://www.casey.org/Resources/Publications/NationalAlumniStudy.htm).

<sup>12</sup> Pecora, P. et al (2005). *Improving Family Foster Care: Findings from the Northwest Foster Care Alumni Study*. Casey Family Programs: Seattle, WA. Available at [www.casey.org/Resources/Publications/NorthwestAlumniStudy.htm](http://www.casey.org/Resources/Publications/NorthwestAlumniStudy.htm).

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<sup>13</sup> The findings of the study and GAO's recommendations are contained in the GAO report entitled *Foster Youth: HHS Actions Could Improve Coordination of Services and Monitoring of States' Independent Living Programs*, November 2004, GAO-05-25. Available at [www.gao.gov](http://www.gao.gov).

AREAS OF INQUIRY	FINDINGS	GAO RECOMMENDATIONS	HHS RESPONSE
<b>How states' funding allocations changed to serve youth after FCIA.</b>	<ul style="list-style-type: none"> <li>• Many states got a significant increase in funding.</li> <li>• Funding more than doubled in 31 states.</li> <li>• Many states were unable to spend their full funding allocation in 2000 and 2001 (in 2001, \$10 million returned by 20 states; in 2002, \$4 million returned by 13 states<sup>14</sup>).</li> <li>• States' allocations on a per-youth basis varied significantly depending on the ages of young people served and the percentage of teens in the foster care population, range \$500-2300.</li> </ul>	None	None
<b>The extent to which states have expanded independent living services and age groups of foster youth served since the passage of FCIA and what challenges remain.</b>	<ul style="list-style-type: none"> <li>• Most states increased the overall level of IL services.</li> <li>• 40 states expanded IL services to younger teens in care.</li> <li>• 36 states expanded services to older youth.</li> <li>• Significant gaps in key services remain.</li> </ul>	None	None
<b>The extent to which states have used other federal and state programs to coordinate the delivery of independent living services to foster youth.</b>	<ul style="list-style-type: none"> <li>• Many states reported increased coordination, but not always resulting in increased availability or access to services at the local level.</li> <li>• Less than half of states reported accessing HUD services/housing.</li> <li>• States reported inconsistent availability of information regarding programs.</li> </ul>	To improve access to the array of services available to youth transitioning out of foster care and assist states in leveraging available resources, HHS should make information available to states and local areas about other federal programs that may assist youth in their transition to self-sufficiency and provide guidance on how to access services under these programs.	<ul style="list-style-type: none"> <li>• HHS did not comment on the specific recommendation.</li> <li>• HHS listed several efforts they have undertaken to collaborate with other federal agencies to expand services to youth.</li> <li>• Distribution of information memoranda to child welfare directors regarding other available federal resources, such as WIA.</li> <li>• Technical Assistance and training to states and to state IL coordinators through the NCWRCYD.</li> <li>• Serving as subject-matter experts to non-governmental organizations.</li> <li>• Co-sponsoring annual youth development summit.</li> <li>• New collaboration with Departments of Labor, Education, and Justice.</li> </ul>

<sup>14</sup> States reported significant challenges to full expenditure of the CFCIP funds, including development of new policy and administrative procedures, legislation required to provide services to youth who aged out of foster care, and outreach to eligible youth, especially those who had left foster care.

AREAS OF INQUIRY	FINDINGS	GAO RECOMMENDATIONS	HHS RESPONSE
<p><b>How the states and HHS have fulfilled the program accountability provisions of the law and assessed the effectiveness of independent living services.</b></p>	<ul style="list-style-type: none"> <li>• Action has been taken to fulfill accountability provisions of FCIA, but little information is available to assess program effectiveness.</li> <li>• All states have developed multi-year plans and annual progress reports, but inconsistency between plans and reports, lack of baseline information, and incomplete information on youth outcomes prevent accurate assessment of state performance.</li> <li>• Most federal oversight of CFCIP is through regional offices.</li> <li>• Federal oversight of state child welfare programs through the CFSR allows for assessment of IL programs through criteria related to permanency, needs assessment, appropriateness of services, and educational supports.</li> </ul>	<p>To improve HHS's ability to monitor implementation of the CFCIP, HHS should develop a standard format for state plans and progress reports and implement a uniform process regional offices can use to assess state progress in meeting the needs of youth in foster care and those recently emancipated from care.</p>	<ul style="list-style-type: none"> <li>• HHS disagrees with GAO's recommendation regarding a standard reporting format.</li> <li>• Purpose of state plan is not data collection or performance assessment.</li> <li>• A standard format would be overly prescriptive and burdensome to states.</li> <li>• When standard data are available through NYTD, HHS will be in a better position to assess state performance.</li> <li>• HHS expects to issue a regulation regarding NYTD in 2005.</li> <li>• HHS provided no information regarding when NYTD will be implemented.</li> <li>• HHS provides a checklist to regional offices for review of CFCIP state plans.</li> <li>• HHS will develop protocols for review of annual state reports by regional offices in FY 2005.</li> </ul>

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## **ELIGIBILITY**

### **1. Who is eligible for CFCIP-funded services?**

The Foster Care Independence Act defines eligible children as those who are “likely to remain in foster care until age 18,” and “children aging out of foster care,” regardless of whether or not they are eligible for the Title IV-E Foster Care Program.

Congress intended to give states greater flexibility in deciding whom to serve under the program. It did not intend to deny eligibility to young people who were eligible for federally-funded independent living services prior to 1999. However, the Act does specify some differences between young people who can receive room and board or extended Medicaid after they leave foster care, and those who can receive other services funded under the Chafee Foster Care Independence Program.

The Act also mandates that some portion of CFCIP funds must be used for assistance and services to young people ages 18-21 who left foster care because they reached age 18. The state has the option to provide room and board and Medicaid to these young adults, but must provide them with some level of services. Youth may not receive room and board services or Medicaid unless they leave foster care on or after their 18<sup>th</sup> birthday. It is clear, however, that for purposes of independent living services, except for room and board and Medicaid, the law does not require that the young person be in foster care on their 18th birthday. Congress was explicit in situations when it intended such a requirement to apply. Thus, a young person leaving care prior to age 18 could be eligible for aftercare

services such as case management, counseling, and referral up to age 21.

Formerly, eligibility was restricted to children 16 years of age and older. States now have the flexibility to define their own age guidelines for services. Many states have started providing independent living services to teens beginning at age 13 or 14. Under the former program, states were required to serve children in Title IV-E funded foster care and had the option of serving children in state-funded foster care. Now they may decide whom they want to serve without regard to eligibility for Title IV-E funded foster care.

Under the previous Title IV-E Independent Living Initiative, there were no provisions made regarding services to American Indian/Native Alaskan youth. Under the CFCIP, states must make benefits and services under CFCIP available to Indian children on the same basis as other children in the state.

There are two additional groups of youth eligible for Educational and Training Vouchers (ETVs) under the CFCIP: youth adopted from foster care after attaining age 16; and youth ages 21 and 22 years old who were already participating in the voucher program when they reached age 21.

To find out the specific eligibility requirements and services available in your state, contact the state independent living coordinator.

### **2. What does the phrase, “likely to remain in foster care until age 18” mean, as used in the FCIA?**

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The phrase is not defined in the Act. States define which children are “likely to remain in foster care until age 18.” Most states have implemented broad eligibility criteria.<sup>15</sup> It is widely accepted in the field that all young people in foster care experience unique challenges in making the transition to adulthood, regardless of placement or permanency plan. State and local independent living programs have moved consistently toward providing independent living preparation and other transition services to all teens and young adults served by the foster care system.

### **3. How does CFCIP eligibility or participation in independent living programs affect a young person’s permanency goal or plan?**

The FCIA makes clear that independent living services should be seen as a critical support for young people as they transition to adulthood. A decision to provide independent living services to a youth does not absolve the state from continuing to make reasonable efforts toward permanence for the youth. In fact, the Act states that independent living services are not an alternative to adoption for children who are eligible. It specifies that enrollment in independent living programs can occur concurrently with continued efforts to locate

and achieve placements in adoptive families.

This emphasis on permanency provides a context for independent living preparation for youth *regardless of their permanency goal or plan*. Independent living services are a supplement to, not a replacement for, permanency services. Regardless of whether a young person will return to birth family, live with kin, be adopted, or age out of the system to live on their own, he or she will need to have the skills, knowledge, and competencies for adult life. Time in foster care, placement instability, and delays in achieving permanency goals may all disrupt a youth’s ability to learn life skills, achieve educational goals, and prepare for and/or experience employment and other aspects of community life. Basic independent living services, life skills and employment training should be available to all youth in foster care, with additional services and supports provided according to need.

### **4. If a youth moves from one state to another, which state is responsible for providing CFCIP services?**

If a youth in foster care (under age 18) is placed in another state, the state of origin must fund the identified independent living services for that youth. The sending state is also responsible for foster care maintenance payments and case planning, which includes a written description of the programs and services that will be provided to help a child 16 or over prepare for the transition from foster care to independence, and a case review system.<sup>16</sup>

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<sup>15</sup> For examples, see

Michigan: [www.mfia.state.mi.us/olmweb/ex/cff/950.pdf](http://www.mfia.state.mi.us/olmweb/ex/cff/950.pdf)

Tennessee: [www.nrcys.ou.edu/pdfs/chafee/chafee%20plan/tn\\_chaf\\_plan.pdf](http://www.nrcys.ou.edu/pdfs/chafee/chafee%20plan/tn_chaf_plan.pdf)

Connecticut: [www.state.ct.us/dcf/CFSP.htm](http://www.state.ct.us/dcf/CFSP.htm)

Maine: [www.maine.gov/dhhs/bcfs/index1.htm](http://www.maine.gov/dhhs/bcfs/index1.htm)  
Other state’s Chafee plans can be viewed at:  
[www.nrcys.ou.edu/NRCYD/state\\_home.htm](http://www.nrcys.ou.edu/NRCYD/state_home.htm)

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<sup>16</sup> Section 475(1)(D) and 475(5)(C) of the Social Security Act. (Legal Source: Social Security Act - section 475 – Child Welfare Policy Manual Section 3.1F

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If a youth (between the ages of 18 and 21) formerly in foster care moves from the state in which he or she aged out of foster care to another state, he or she is eligible for independent living services in the new state. The state in which the youth currently resides is responsible for services if the state provides the services needed by the youth. The FCIA requires states to certify that they will provide assistance and federally funded CFCIP services to youth who have left foster care because they have attained 18 years of age.<sup>17</sup>

**5. Are youth who are in kinship placement eligible for independent living services?**

It depends. A young person's eligibility for services under the CFCIP is not determined by placement type, but by their legal status with a state. A youth must be in the custody of a state, or a ward of the state, to be eligible for independent living services. The young person's placement could be in a kinship care home, family foster home, group home, residential treatment facility, pre-adoptive home, independent living program, or other state-sanctioned placement. While they are in custody, they are eligible for independent living services. If a young person reaches age 18 while still in the custody of the state, and then exits the system, he/she is eligible for all services under the CFCIP from the time the youth exit care up to age 21 (including room and board and Medicaid, if offered). Youth participating in the ETV Program at age 21

and making satisfactory progress toward completing their course of study or training may continue to receive vouchers up to age 23, including those who were in kinship care and in state custody. Young people living with kin who are not in state custody and part of the formal foster care system are not eligible for CFCIP services.

**6. If youth are AWOL, or on runaway status, will they still be eligible for Chafee services after they turn 18?**

If foster youth are on runaway status or lose contact with an agency, but return for assistance before reaching the age of 21, they are eligible for services. Young people under the age of 18 who are in foster care and run away are still the responsibility of the custodial agency. Even if youth are missing for a significant length of time, their foster care cases may not be closed until they turn 18 years of age. They are thus eligible for all CFCIP services, including room and board and Medicaid (after turning 18), if available in the state. In the case of those young people who run from a permanent placement, or who have turned 18 while on the run, a recommitment policy may be applicable. A significant number of states have developed recommitment policies for youth who have been discharged from care. Such a policy specifies a time limit (e.g., 3 months, 6 months) in which a youth may return for services, or be recommitted to state custody, once they have been discharged from foster care.

**7. Are incarcerated youth eligible for CFCIP services?**

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-- INDEPENDENT LIVING, Certifications and Requirements, Objective Eligibility Criteria)  
<sup>17</sup> (Source: Section 477(b)(3)(A) and the *Child Welfare Policy Manual* Section 3.1F -- INDEPENDENT LIVING, Certifications and Requirements, Objective Eligibility Criteria)

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No. A state may not expend CFCIP funds on youth who are in a locked or involuntary placement setting, or who are otherwise incarcerated. If incarcerated youth were previously in foster care and are in need of transitional services, they are eligible for Chafee services once the period of incarceration is completed and if they have not reached the age of 21. In a recent survey administered by the Child Welfare League of America<sup>18</sup>, 27 states reported that they utilize CFCIP funding for former foster youth exiting corrections. One notable example is a comprehensive aftercare program developed by the State of North Dakota's Division of Juvenile Services.<sup>19</sup>

**8. What about young people with dual adjudication (sometimes called a dual jacket)? Who has responsibility to make sure they are prepared for the transition to independence?**

Young people with an open child welfare case as well as an open delinquency case, as well as those who are on probation, are eligible for CFCIP services as long as they are not incarcerated. If youth are in a locked setting or incarcerated, the juvenile corrections agency is responsible for all services and supports, including preparation and support for transition back into the community and transition to independent living. Once youth reach the upper age of juvenile court jurisdiction and are released “unconditionally,” the juvenile corrections agency is no longer responsible for

providing services. However, some juvenile corrections agencies have worked closely with child welfare agencies to leverage CFCIP funding and other resources to assist youth with discharge planning and reentry services.

In the case of youth who have been placed in out-of-home care because of a status offense or other court petition (such as CHINS — Child in Need of Services), the state may determine eligibility for CFCIP services, as long as such eligibility is implemented consistently within the state.

**9. Are undocumented immigrant youth eligible for CFCIP services?**

If youth are in the custody of the state child welfare agency, whether or not they are citizens or legal residents of the U.S., they are eligible for all needed child welfare services, including CFCIP. Service providers, caseworkers, and advocates should keep in mind that the process for acquiring legal status is lengthy, and that young people who reach the age of 18 without legal status are at very high risk of detention and/or deportation by immigration authorities. Unaccompanied minors who enter foster care may be categorically eligible for citizenship under special provisions for juveniles (Special Juvenile Immigrant Status). The child welfare agency is responsible for pursuing this status on behalf of youth in care and for costs incurred in the legal process of pursuing citizenship.

**10. What CFCIP services are available to young people with disabilities?**

(See also, *FAQ II*, pp. 23-26, for an

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<sup>18</sup> *Child Welfare Policy Manual*, [www.acf.hhs.gov/programs/cb/laws/cwpm/policy\\_dsp.jsp?citID=193#988](http://www.acf.hhs.gov/programs/cb/laws/cwpm/policy_dsp.jsp?citID=193#988)

<sup>19</sup> Contact info: Al Lick, Director, State of North Dakota Division of Juvenile Services, [allick@state.nd.us](mailto:allick@state.nd.us), [www.state.nd.us/docr](http://www.state.nd.us/docr)

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extensive discussion of CFCIP services for youth with disabilities)

All provisions of the Foster Care Independence Act of 1999 are equally applicable to young people with disabilities. The Act requires, in fact, that the child welfare agency coordinate services with other community agencies and organizations providing services to disabled youth. The Chafee Foster Care Independence Program provides an important vehicle for child welfare agencies serving youth in transition to reach out to and coordinate efforts with other agencies and organizations that serve young people with disabilities. These can include special educators, health and mental health care providers, substance abuse treatment facilities, children's hospitals, and vocational rehabilitation services

Young people served by the Chafee Independence Program should have a personalized independent living plan. The law requires young people themselves to participate in designing and carrying out their own plans. Youth with special needs are also likely to have—or be entitled to—an Individual Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA). They may also have—or be entitled to—an Individual Written Rehabilitation Plan (IWRP) through the Department of Vocational Rehabilitation. Finally, they are likely to have—or be entitled to—a plan of service care and coordination through Title V (Maternal and Child Health Bureau's Division of Services for Children with Special Health Needs (DSCSHN)).

The multi-agency collaboration required under the CFCIP helps to coordinate these

plans and ensure that they do not conflict. Planning teams can create a seamless plan of services with designated areas of responsibility provided by the schools, the child welfare agency, health care providers, and the state vocational rehabilitation agency.

**11. Are youth who exit the foster care system through reunification, guardianship, or adoption prior to age 18 eligible for CFCIP services after their 18<sup>th</sup> birthday?**

It depends on state policy and the particular service needed or requested by the youth. States may use CFCIP funds on behalf of “former foster youth” between 18 and 21 years of age. The CFCIP generally leaves it up to public officials to decide which young people over 18 will benefit most from these services. With some important exceptions, the Act does not specify that these “former foster youth” must have reached age 18 while still in the custody of the state. States are required to provide assistance and services to youth ages 18 to 21 who have aged out of foster care. States can also choose to provide a range of independent living services and supports for youth ages 18 to 21 who exited the foster care system through reunification, guardianship, or adoption prior to age 18. The *Child Welfare Policy Manual* supports this interpretation. It states explicitly that a state may provide assistance and services to a “former foster care youth who did not age out of foster care at age 18” if the state deems them eligible.

As previously mentioned, there are some exceptions. For instance, housing support and access to extended Medicaid coverage

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are limited to those youths who were in state custody when they turned 18.

States may extend the ETV Program to young people ages 18 to 23 who were adopted after attaining age 16.

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## **EDUCATIONAL SUPPORTS AND VOCATIONAL TRAINING**

(See also, Part I-Educational and Training Voucher Program)

### **1. What vocational or training programs are available to youth making the transition from foster care? How can they access services to prepare them for the workforce?**

The CFCIP provides a number of opportunities for youth who are transitioning from foster care to access vocational or training services. The first is through CFCIP-funded independent living services, which may include life-skills training, vocational training, job placement and retention services, education, and other appropriate support services. Also under CFCIP, the Educational and Training Voucher program offers funds to transitioning youth ages 18 to 23 to attend an “institution of higher education,” including vocational schools. The CFCIP requires child welfare agencies to coordinate with other available services in the community for which young people in care may be eligible. Vocational and other career-related services should be a high priority for coordination efforts. The Department of Labor (DOL) has identified young people in foster care as a group in greatest need of employment support. In July of 2004, the Employment and Training Administration (ETA) of DOL released its *New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act*, which includes the following goal:

GOAL: ETA will prioritize investments that serve youth in foster care, those aging out of foster care, youth offenders, children of incarcerated parents and migrant youth.

- Funds will be used to develop model programs for youth aging out of foster care.

Model programs will take a comprehensive approach to serving this population, including basic skills remediation, help staying in school or returning to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, and enrollment in community colleges and four-year colleges.<sup>20</sup>

In September, 2004, DOL announced a series of demonstration grants to cities with large numbers of foster youth. Demonstration grants were awarded in Detroit, San Francisco, Chicago, Houston, and New York. These sites will develop programs to help youth aging out of foster care become employed and self-sufficient, and have the goal of establishing model youth workforce programs for the rest of the country.

### **2. Can CFCIP dollars be used to provide tutoring and other educational supports to middle- and high-school age foster youth?**

Yes. Services provided under the Chafee Foster Care Independence Program may include activities to support successful educational outcomes and to prepare young people for postsecondary training and education. For example, Massachusetts' Independent Living Support Program provides youth with tutoring, books, supplies, computers and computer training, internships, transportation, uniforms, and GED and SAT preparation courses and

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<sup>20</sup> U.S. Department of Labor, Employment and Training Administration Advisory System, Training and Employment Guidance Letter No. 03-04, July 16, 2004.

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testing fees. Such assistance is essential to helping youth successfully pursue educational or vocational goals. In California, the Community College Foundation's ESTEP (Early Start to Emancipation Program) provides tutoring and mentoring to 12- to 15-year-olds in foster care, and has been identified as a model CFCIP-funded program. CFCIP dollars may also support extra-curricular activities for youth in foster care, such as sports, music-related activities, or other interests.

### **3. What role can foster parents or kinship caregivers play in providing educational and vocational support services to the youth in their care?**

Foster and kinship parents, as the primary caregivers for the majority of young people in foster care, play a critical role in supporting the achievement of successful outcomes in all areas of independent living. Caregivers have a unique knowledge of the strengths, needs, hopes and fears of the youth in their care. Caregivers can also serve as allies and partners in building the capacity of young people to achieve their personal, educational, and vocational goals. Caregivers should partner with the case manager and the youth themselves in the process of providing services and brokering community resources. The FCIA requires that the child welfare agency provide training to caregivers on addressing the needs of adolescents in care, particularly those needs related to the transition to adulthood. Caregivers can and do teach life skills in the home, but should still be supported in understanding the transition planning process for youth in their care. Caregivers are often a young person's strongest advocate, and should be included as an important stakeholder in transition programs and services.

### **4. What other ways can CFCIP services or dollars support better educational options for foster youth preparing for the transition to adulthood?**

States can utilize CFCIP dollars to provide a broad range of educational supports for youth transitioning from foster care. Those youth seeking higher education may need not only tutoring and SAT preparation, but also counseling and assistance throughout the application process, and supports to succeed once they are in college. CFCIP funds may be used to help public and private institutions of higher education recruit youths transitioning from foster care, and to provide such students with support services such as mentoring, as well as academic and financial aid counseling. The Foster Care Independence Act requires that states coordinate with other federally funded programs for which youth in foster care may be eligible. States and local child welfare departments should link services for these youth with local education support programs and with federally supported education programs such as TRIO and GEAR UP.<sup>21</sup> CFCIP staff should also work with colleges to ensure that those youth living in dormitories have access to housing during school vacations and summer breaks.

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<sup>21</sup> Gear Up - The GEAR UP program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

[www.ed.gov/programs/gearup/index.html](http://www.ed.gov/programs/gearup/index.html)

Trio - The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

[www.ed.gov/about/offices/list/ope/trio/index.html](http://www.ed.gov/about/offices/list/ope/trio/index.html)

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CFCIP funds may also be used to help the many youth transitioning from foster care for whom traditional high schools are not appropriate. For example, in Illinois the Youth Skills Development and Training Program (YSDTP) is offered to foster youth through a partnership between the Department of Child and Family Services (DCFS) and the Alternative Schools Network of Chicago.<sup>22</sup>

YSDTP offers comprehensive education opportunities and supports to youth who might not otherwise receive a high school diploma or GED because of housing, academic, or personal issues. Small, intensive classes help older students, who may have dropped out of school while in foster care, catch up. Flexible rules allow student-parents to bring their children to school with them if child care is an issue. The program's success has been attributed to its comprehensive effort to meet the diverse needs of transitioning youth. All programs offer a year-round academic program, and an after-school enrichment program that includes life skills, tutoring, employment skills, structured social and cultural activities, and a financial planning and savings program. Each school also provides a full-time school-based mentor for DCFS students. The mentor offers intensive support geared towards helping the students remain in school, along with graduation and transition services, as well as coordination with DCFS case workers and other community-based resources.

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<sup>22</sup> [www.asnchicago.org/programs/ysdtp.asp](http://www.asnchicago.org/programs/ysdtp.asp)

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## **YOUTH DEVELOPMENT AND ENGAGEMENT**

(See also, *FAQ II*, pp 30-33)

### **1. How are states listening to and utilizing the expertise of young people in care and those who have aged out of care?**

States use a variety of approaches to involve foster youth in the design and implementation of independent living services and programs. Some states have engaged in intensive efforts to support and promote active youth advisory boards or youth-run advocacy organizations, while others have minimal youth involvement. In light of the requirements of the CFCIP, all states are evaluating their approach to youth involvement and many are implementing new efforts or expanding existing projects and programs to include young people in meaningful ways. States report a range of opportunities for youth to make their voices heard, participate in program development and implementation, and develop leadership skills. Some of these state activities include:

- *Annual conferences for teens in foster care and recent alumni of care, with young people involved in both conference planning and participation.*

The FosterClub All-Stars, is a group of former and transitioning foster who participate in a paid summer internship with FosterClub and assist in planning, facilitating, and evaluating the Teen Conference U.S. Tour.

**[www.fosterclub.com/allStars/join.cfm](http://www.fosterclub.com/allStars/join.cfm)**

- *Youth speakers bureaus, with young people trained and skilled in public speaking.*

The California Youth Connection (CYC) has a youth speakers bureau.

**[www.calyouthconn.org/site/cyc/section.php?id=12](http://www.calyouthconn.org/site/cyc/section.php?id=12)**

- *Youth or alumni developing and/or delivering training to child welfare staff.*

CYC partnered with San Francisco State University to develop *Youth Offering Unique Tangible Help (YOUTH)*. This entirely youth developed and delivered curriculum provides child welfare staff with the instruction and tools needed to assist older youth in making a successful transition to independence and achieving self-sufficiency.

**[www.nrcys.ou.edu/nrcyd/ilcurriculum/youth.htm](http://www.nrcys.ou.edu/nrcyd/ilcurriculum/youth.htm)**

The University of Southern Maine offers the *Teach Them to Fish: Working with Youth in Transition from Foster Care* curriculum. This adolescent caseworker competency training focuses on working effectively with young people as they move into adulthood and independent living. This project included the involvement of youth as full partners in the design of the model/curriculum and delivery of the training.

**[www.nrcys.ou.edu/nrcyd/ilcurriculum/muskie.htm](http://www.nrcys.ou.edu/nrcyd/ilcurriculum/muskie.htm)**

The California Permanency for Youth Project utilizes digital stories developed by foster care alumni to bring attention to the permanency needs of older youth and to educate child welfare practitioners.

**[www.cypyp.org](http://www.cypyp.org)**

- *Youth or alumni delivering independent living services, especially life skills training, to other teens in care.*
- *Youth or alumni assisting in the recruitment and training of foster and adoptive parents.*
- *Training young people as advocates, and engaging their advocacy efforts at legislative and administrative levels.*

The California Youth Connection (CYC) is an advocacy and support organization of, by, and for foster youth and foster care alumni in California. Probably the nation's best-known foster youth advocacy organization, CYC has been responsible for the passage of numerous pieces of state legislation to improve services and programs for foster children and youth. CYC was the primary youth voice involved in the development and passage of the FCIA.  
**[www.cal youthconn.org](http://www.cal youthconn.org)**

The National Child Welfare Resource Center for Youth Development sponsors a bi-annual advocacy training day for youth in foster care, *Destination Future*, at which state teams of young people develop recommendations for systems improvement.  
**[www.nrcys.ou.edu/conferences.htm](http://www.nrcys.ou.edu/conferences.htm)**

Foster Care Alumni of America (FCAA), strives to connect the estimated twelve million adults who have spent time living in foster care into a voice of strength and knowledge. FCAA believes that alumni perspectives about policies and practices should directly affect current approaches in today's foster care system.  
**[www.fostercarealumni.org](http://www.fostercarealumni.org)**

- *Young people contributing to, editing, or totally managing a newsletter for youth in care and alumni.*

Virginia's state Foster Care Advisory Council produces a newsletter by and for foster youth.

**[www.dss.state.va.us/files/division/dfs/fc/independant\\_living/newsletters/fall04.pdf](http://www.dss.state.va.us/files/division/dfs/fc/independant_living/newsletters/fall04.pdf)**

Youth Communications, a youth media organization in New York City, publishes a monthly magazine, *Represent*, by and for foster youth.

**[www.youthcomm.org/Publications/FCYU.htm](http://www.youthcomm.org/Publications/FCYU.htm)**

The *Mockingbird Times* is a monthly newspaper designed and produced by young people who have experience with the Washington State foster care/group home system and/or homelessness. Each edition emphasizes themes significant to children and youth accessing social services across the nation.

**[www.mockingbirdsociety.org/times/info.php](http://www.mockingbirdsociety.org/times/info.php)**

- *Young people serving as mentors for children and youth in foster care through peer counseling and mentoring programs.*
- *Handbooks by youth and for youth in foster care and transitioning to independent living.*

The Rhode Island Youth Advisory Board has developed an online handbook of frequently asked questions for foster children and youth. **[www.dcyf.ri.gov/youth.htm](http://www.dcyf.ri.gov/youth.htm)**

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Maine's Youth Leadership Advisory Team (YLAT) has developed a comprehensive handbook for foster youth. [www.ylat.org](http://www.ylat.org)

- *Websites targeted to and often created and maintained by foster youth and alumni of the foster care system.*

Maine's youth leadership team website at [www.ylat.org](http://www.ylat.org)

Foster Club, [www.fosterclub.com](http://www.fosterclub.com)

Foster Care Alumni of America, [www.fostercarealumni.org](http://www.fostercarealumni.org)

Utah's UFosterSuccess project, [www.ufostersuccess.org](http://www.ufostersuccess.org)

- *Creating liaisons and partnerships between young people in foster care and community employers.*

## 2. How many states have youth advisory boards?

A number of states have formal youth advisory boards (YABs), while others, such as Wisconsin and Pennsylvania, have formal programs for youth leadership training. FosterClub has a list of state foster care youth advisory boards at [www.fyi3.com/fyi3/Involved/yabs/index.cfm](http://www.fyi3.com/fyi3/Involved/yabs/index.cfm). Other states are currently reviewing models and approaches to establish YABs. States have often experienced challenges related to staff support, the autonomy of the YAB, ongoing youth participation, and funding that hinder the successful implementation and sustained support for YABs.

The Jim Casey Youth Opportunities Initiative has made youth engagement the cornerstone of its efforts to support foster youth in transition. Youth leadership boards, established in each community program site, are run by young

people. Members of youth leadership boards become effective leaders and advocates by collaborating with their communities, and by improving their skills and supports. Youth engagement is a hallmark of all community partnerships. Young people play an important role in the development, operation, and evaluation of the community partnership. Youth advisory board members conduct education activities for child welfare staff and community members; participate in local, state, and national advocacy efforts on behalf of themselves and their peers; and support program implementation in local sites. [www.jimcaseyyouth.org/community.htm](http://www.jimcaseyyouth.org/community.htm)

The Child Welfare League of America has created a National Foster Youth Advisory Council (NFYAC) with the support of the Jim Casey Youth Opportunities Initiative. A diverse national group comprised of current and former foster youth, NFYAC provides a voice for and makes a difference in the lives of youth currently in care. NFYAC members work to:

- Inform the field about the strengths, needs, and concerns of youth involved with and transitioning from the foster care system.
- Engage young people and promote youth leadership on a national level.
- Formalize collaborative relationships and develop additional strategic alliances at the national, state, and local levels to strengthen the overall system of supports and services available to youth involved with and transitioning from foster care.
- Build the capacity of and provide national leadership to the field in the areas of positive youth development, independent living, transition supports, and youth involvement.

[www.cwla.org/programs/positiveyouth/nfyac.htm](http://www.cwla.org/programs/positiveyouth/nfyac.htm)

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### 3. Can states use Chafee Foster Care Independence Program funds to support youth involvement on youth advisory boards?

Yes. States can use CFCIP funds to ensure that youth are an integral part of the broad consultation required by the FCIA in developing states' five-year plans. Youth advisory boards can also advise child welfare administrators on the long-term implementation of the states' overall Child and Family Services Plans.

### 4. How do states involve young people in their own individual case plans?

The CFCIP requires that states facilitate the development of personal responsibility by ensuring that young people participate in the planning and implementation of services at the individual level. Young people must be involved in the case planning process. They must also have some degree of responsibility for decision-making regarding their own needs and participation in services and programs.

In a broader context, this requirement of the Act points toward a need for client-centered social work practice, where the determination of the service delivery rests in the hands of the client, with support from professionals and other service providers. Some providers of services to persons with special health care needs, developmental disabilities, or mental health needs have developed expertise in client-centered social work practice and may make appropriate partners in this effort.

Organizations such as Family Voices at [www.familyvoices.org](http://www.familyvoices.org) can provide leadership and models of this approach to client services. Some programs have experienced great success with a "person-centered planning"

strategy adapted from the disabilities field. Information on person-centered planning can be found at [www.ihd.umkc.edu/UCE/PCP.htm](http://www.ihd.umkc.edu/UCE/PCP.htm). Florida has recently strengthened its approach to youth participation in case planning. In an advocacy effort led by young people in care, legislation requiring youth in care to attend court hearings and case reviews was passed in 2004.

Young people should also have consistent opportunities to give structured feedback regarding the quantity and quality of services and supports provided to them in care and after they have aged out. This consumer feedback provides both quality assurance for independent living projects and critical indicators of youth-identified service needs.

### 5. What resources are available to help a state set up a youth advisory or advocacy group?

The National Foster Youth Advisory Council, in partnership with the Child Welfare League of America, the Jim Casey Youth Opportunities Initiative, and FosterClub, has developed a toolkit for increasing youth involvement. This toolkit helps youth and adults find ways to become involved in state advocacy efforts, including how to form a youth advisory board. FosterClub has a number of resources for youth boards, as well as a centralized directory for youth to find local YABs. The California Youth Connection can provide training on developing a youth advocacy organization to child welfare staff and/or advocates and young people. Casey Family Programs has developed a *Better Together* workshop to support effective partnerships among alumni of foster care, child welfare staff, and allies of child welfare. Casey Family Programs also provides leadership training for youth advisory groups.

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## **HOUSING**

(See also, *FAQ II*, pp. 27-30)

### **1. Can CFCIP dollars be utilized to purchase or to build housing units for foster youth or emancipated foster youth?**

No. The CFCIP legislation does not allow states or the organizations they fund to purchase real property with CFCIP funds. It is also important to note that states may not use purchased property to qualify for the state match to CFCIP funds.

### **2. Can CFCIP dollars be utilized to rehabilitate or improve existing housing for program participants?**

CFCIP funds may not be used for major improvements, however, minor renovations are allowed.

Major improvements include structural changes to the foundation, roof, floor, exterior or load-bearing walls of a facility. Structural changes also include the extension of a facility to increase its floor area or extensive alteration of a facility that significantly changes its function and purpose.

Minor renovations may include window replacements, addition of a wall, painting, plumbing, and other minor repairs. The criteria for minor repairs include: improvements that are essential for the accomplishment of the authorized purposes of the appropriations; the expenses are reasonable amounts; the improvements are used for the primary benefit of the government; and the interests of the government are fully protected.

The HHS Administration of Children and Families (ACF) Regional Office can provide additional guidance to states in this area.

### **3. How are states using the 30% room and board option under CFCIP?**

States can use up to 30% of their CFCIP funds to provide room and board services to young people between the ages of 18 to 21 years of age. This includes young people who move into independent living programs, enter post-discharge programs, age out, or leave voluntarily/lose contact with the foster care system and then return for services before the age of 21. ETV funds may be used, in some cases, to pay for room and board for eligible youth participating in post-secondary education programs.

### **4. What does “room and board” mean?**

“Room and board” typically includes shelter and food expenses. These are the most expensive and essential items that young people between the ages of 18 and 21 may not be able to afford with their own incomes. Each state must establish their own definition of room and board expenses that may include items such as rent deposits, utilities, and other household start-up purchases. Emergency rental assistance may also be included as a room and board expense. It is important to note that the number of items included in each state’s definition will impact the number of youth that can receive assistance.

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According to a CFCIP Independent Living Coordinator Questionnaire<sup>23</sup>, 35 out of 38 states reported using CFCIP funds for room and board services for young people aging out of the foster care system. Eleven states reported using a full 30% of CFCIP funds. Two examples of states using the full 30% of CFCIP funding to provide room and board services for former foster youth are Colorado and Illinois. Colorado's Department of Human Services has implemented the Family Unification Program (the use of time-limited Section 8 vouchers under the U.S. Department of Housing and Urban Development housing assistance program for youth aging out) while Illinois' Department of Children and Families has a Youth Housing Assistance Program to provide youth with housing services. Two states, Connecticut and Maine, reported no use of CFCIP funds for room and board services. Instead, these states are using state funds to provide room and board services for young people aging out of the system.

States that have state-supervised, county-administered systems vary in the amounts of CFCIP funding utilized at the local level for room and board. Services available depend on the need and resources available in each locality.

**5. Can a state utilize CFCIP funds to provide room and board to a youth who voluntarily remains in foster care after age 18?**

It is permissible to expend CFCIP funds for youth between the ages of 18-21 who voluntarily remain in state foster care, including room and board services. The certifications required by the Foster Care Independence Act stipulate that the

state will serve youth who have left foster care because they have attained 18 years of age, including room and board services, if available.

A state that elects to provide room and board to youth who voluntarily remain in foster care must also provide such services to young adults who have left foster care and are in need of assistance. The state must also meet the federal non-supplantation requirement for youth ages 18-21. Therefore, if a state previously utilized state or federal funds to provide room and board or other placement (through foster care maintenance funding) to youth ages 18-21 remaining in foster care, it must sustain this effort. Up to 30% of a state's CFCIP funds may be used for room and board services. If a young adult over age 18 is still in state custody under the jurisdiction of the court, housing or other placement costs must be paid through state-funded foster care maintenance.

If the youth is no longer under court jurisdiction and in custody, but is still receiving foster care services, the youth may be considered to have left foster care because they reached the age of majority. The Act requires that states provide some level of services to young people who have left foster care because they turned 18, and may provide room and board services to such youth. Room and board services are not mandated.

**6. How can states coordinate with other housing programs, such as public housing or Section 8 programs, to increase access to safe, stable housing for foster youth who age out of care?**

Access to safe, stable and affordable housing for young people aging out of the foster care system requires solid collaboration among public

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<sup>23</sup> Torrico, R. (April 2005). *Child Welfare League of America Independent Living Coordinator Questionnaire*. Washington, DC: Child Welfare League of America.

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housing authorities, child welfare agencies, faith and community-based agencies, housing officials, business leaders, developers, advocates, and youth.

Several states have developed partnerships to provide housing services for youth aging out of the foster care system.

Some states have implemented the Family Unification Program (FUP)<sup>24</sup> which provides housing assistance and aftercare services for young adults between the ages of 18 and 21 who have left foster care system at age 16 or older. FUP is a collaboration between child welfare systems, housing authorities, and/or community based agencies to implement the use of time-limited (18 months) Section 8 vouchers and case management for young people aging out of the foster care system. However, many states that do not have these vouchers available have opted to follow the Family Unification Program Model and prioritize Section 8 vouchers for youth aging out of care.

According to the CWLA *Independent Living Questionnaire*, 42% of states are currently using FUP or Section 8 vouchers for youth who have aged out of the foster care system. Other partnerships have resulted in giving priority on waiting lists for Section 8, public housing, and supportive housing programs to youth discharged from foster care.

*Examples of FUP and Section 8 use:*

- Colorado is among several states that are using FUP vouchers for young people. In the Denver area, a collaboration between the child

welfare department, the local housing authority, AmeriCorps, and other community partners offers a comprehensive housing, mentoring, and support program.

- New York City has implemented a Section 8 Priority Code program to serve youth aging out of the system utilizing otherwise underused efficiency apartment stock.

*Example of an innovative collaboration outside of CFCIP:*

- The Department of Human Services and the New Jersey Mortgage Finance Agency have partnered to create the New Jersey Community Housing Demonstration Programs (NJCHDP). NJCHDP Shared Living Residence Rental Housing Program provides financing to not-for-profit, for-profit developers and/or municipalities for the acquisition of land and buildings, and the rehabilitation, conversion, or new construction of buildings to serve as transitional or permanent rental units for persons with special needs. Eligible clients include persons with special needs over the age of 18 and adolescents who are referred in writing by the New Jersey Department of Human Services or other DHS-approved sponsors.

## **7. What kinds of aftercare (other than housing) can a state provide to youth ages 18-21 who have left care?**

In addition to assistance with housing, states can assist former foster youth with services including, but not limited to, education, life-skills training, counseling and case management, and referrals to community based agencies necessary to obtain employment or other services. States also have the option of

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<sup>24</sup> In October 2000, Congress amended existing housing legislation to make youth aging out of the foster care system eligible for housing under the Family Unification Program. For more information go to [www.cwla.org/programs/housing](http://www.cwla.org/programs/housing).

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providing Medicaid coverage for youth leaving foster care up to the age of 21.<sup>25</sup>

Aftercare or other transition supports for young people aging out of foster care in rural areas have proved a particular challenge. For an excellent example of a coordinated statewide system of aftercare services for young adults who have left foster care, including those in rural areas, see the Iowa Aftercare Services Network, [www.ypii.org/IASN/IASN\\_County\\_Map.htm](http://www.ypii.org/IASN/IASN_County_Map.htm).

**8. Can states use CFCIP dollars to provide services beyond age 21 (not including ETV dollars)? If not, what sources of funding can be used to provide services beyond age 21?**

No. CFCIP dollars cannot be used to provide services beyond age 21, except for the ETV Program. The ETV Program is available to young people ages 21-23 who were participating in the program on their 21<sup>st</sup> birthday. This is the only component of the CFCIP available after age 21. States can use other sources of funding to serve youth beyond 21. For example, Connecticut and Massachusetts use state funds to serve youth beyond the age of 21 (policy in these states allows for a range of services to be provided up to age 23).

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<sup>25</sup> GAO reports that 31 states reported offering Medicaid benefits to at least some emancipated youth. Eight states have implemented the option to provide extended Medicaid benefits directly as a result of the Foster Care Independence Act of 1999: OK, TX, CA, AZ, NJ, WY, IN, and HI.



## national foster care coalition

### Appendix A

#### MEMBER ORGANIZATIONS

Annie E. Casey Foundation  
[www.aecf.org](http://www.aecf.org)

California Youth Connection  
[www.cal youthconn.org](http://www.cal youthconn.org)

Casey Family Programs  
[www.casey.org](http://www.casey.org)

Casey Family Services  
[www.caseyfamilyservices.org](http://www.caseyfamilyservices.org)

Child Welfare League of America  
[www.cwla.org](http://www.cwla.org)

Children's Bureau, U.S. Department of  
Health and Human Services  
[www.acf.dhhs.gov/programs/cb/](http://www.acf.dhhs.gov/programs/cb/)

Children's Action Network  
[www.childrensactionnetwork.org](http://www.childrensactionnetwork.org)

Children's Defense Fund  
[www.childrensdefense.org](http://www.childrensdefense.org)

Children's Rights  
[www.childrensrights.org](http://www.childrensrights.org)

Community College Foundation  
[www.communitycollege.org](http://www.communitycollege.org)

Congressional Coalition on Adoption  
Institute  
[www.ccaainstitute.org](http://www.ccaainstitute.org)

Connect for Kids  
[www.connectforkids.org](http://www.connectforkids.org)

Edmund Muskie School of Public Service at  
the University of Maine  
<http://muskie.usm.maine.edu/>

Foster Care Alumni of America  
[www.fostercarealumni.org](http://www.fostercarealumni.org)

FosterClub  
[www.fosterclub.org](http://www.fosterclub.org)

Freddie Mac Foundation  
[www.freddiemacfoundation.org](http://www.freddiemacfoundation.org)

Jim Casey Youth Opportunities Initiative  
[www.jimcaseyyouth.org](http://www.jimcaseyyouth.org)

Joint Action in Community Service  
[www.jacsinc.org](http://www.jacsinc.org)

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National Alliance to End Homelessness  
**[www.naeh.org](http://www.naeh.org)**

Orphan Foundation of America  
**[www.orphan.org](http://www.orphan.org)**

National Association of Former Foster  
Children of America  
**[www.naffcca.org](http://www.naffcca.org)**

Rowell Foster Children's Positive Plan  
**[www.rowellfosterchildren.org](http://www.rowellfosterchildren.org)**

National Association of Public Child Welfare  
Administrators  
**[www.aphsa.org](http://www.aphsa.org)**

Streetlaw  
**[www.streetlaw.org](http://www.streetlaw.org)**

National CASA (Court Appointed Special  
Advocates)  
**[www.nationalcasa.org](http://www.nationalcasa.org)**

Stuart Foundation  
**[www.stuartfoundation.org](http://www.stuartfoundation.org)**

National Coalition for the Homeless  
**[www.nationalhomeless.org](http://www.nationalhomeless.org)**

Voices for America's Children  
**[www.voices.org](http://www.voices.org)**

National Foster Parent Association  
**[www.nfpainc.org](http://www.nfpainc.org)**

Volunteers of America  
**[www.voa.org](http://www.voa.org)**

National Independent Living Association  
**[www.nilausa.org](http://www.nilausa.org)**

National Indian Child Welfare Association  
**[www.nicwa.org](http://www.nicwa.org)**

National Network for Youth  
**[www.nn4youth.org](http://www.nn4youth.org)**

National Child Welfare Resource Center for  
Family Centered Practice and Permanency  
Planning  
**[www.nrcfcppp.org](http://www.nrcfcppp.org)**

National Child Welfare Resource Center for  
Youth Development  
**[www.nrcys.ou.edu/nrcyd](http://www.nrcys.ou.edu/nrcyd)**

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## APPENDIX B

### THE FOSTER CARE INDEPENDENCE ACT OF 1999 AND THE PROMOTING SAFE AND STABLE FAMILIES AMENDMENTS OF 2001 (amendment to FCIA establishing the Chafee ETV program)

#### Title 1: Improved Independent Living Program

An Act

To amend part E of title IV of the Social Security Act to provide States with more funding and greater flexibility in carrying out programs designed to help children make the transition from foster care to self-sufficiency, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,; Foster Care Independence Act of 1999

#### TITLE I—IMPROVED INDEPENDENT LIVING PROGRAM Subtitle A—Improved Independent Living Program

##### SEC. 101. IMPROVED INDEPENDENT LIVING PROGRAM.

(a) Findings.—The Congress finds the following:

- (1) States are required to make reasonable efforts to find adoptive families for all children, including older children, for whom reunification with their biological family is not in the best interests of the child. However, some older children will continue to live in foster care. These children should be enrolled in an Independent Living program designed and conducted by State and local government to help prepare them for employment, postsecondary education, and successful management of adult responsibilities.
- (2) Older children who continue to be in foster care as adolescents may become eligible for Independent Living programs. These Independent Living programs are not an alternative to adoption for these children. Enrollment in Independent Living programs can occur concurrent with continued efforts to locate and achieve placement in adoptive families for older children in foster care.
- (3) About 20,000 adolescents leave the Nation's foster care system each year because they have reached 18 years of age and are expected to support themselves.
- (4) Congress has received extensive information that adolescents leaving foster care have significant difficulty making a successful transition to adulthood; this information shows that children aging out of foster care show high rates of homelessness, non-marital childbearing, poverty, and delinquent or criminal behavior; they are also frequently the target of crime and physical assaults.
- (5) The Nation's State and local governments, with financial support from the Federal Government, should offer an extensive program of education, training, employment, and financial support for young adults leaving foster care, with participation in such program beginning several years before high school graduation and continuing, as needed, until the young adults emancipated from foster care establish independence or reach 21 years of age.

(b) Improved Independent Living Program.—Section 477 of the Social Security Act (42 U.S.C. 677) is amended to read as follows:

##### SEC. 477. JOHN H. CHAFEE FOSTER CARE INDEPENDENCE PROGRAM.

- (a) Purpose.—The purpose of this section is to provide States with flexible funding that will enable programs to be designed and conducted—
- (1) to identify children who are likely to remain in foster care until 18 years of age and to help these children make the transition to self-sufficiency by providing services such as assistance in obtaining a high school diploma, career exploration, vocational training, job placement and retention, training in daily living skills, training in budgeting and financial management skills, substance abuse prevention, and preventive health activities (including smoking avoidance, nutrition education, and pregnancy prevention);

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- (2) to help children who are likely to remain in foster care until 18 years of age receive the education, training, and services necessary to obtain employment;
  - (3) to help children who are likely to remain in foster care until 18 years of age prepare for and enter postsecondary training and education institutions;
  - (4) to provide personal and emotional support to children aging out of foster care, through mentors and the promotion of interactions with dedicated adults; and
  - (5) to provide financial, housing, counseling, employment, education, and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition from adolescence to adulthood.

(b) Applications —

- (1) In general — A State may apply for funds from its allotment under subsection (c) for a period of five consecutive fiscal years by submitting to the Secretary, in writing, a plan that meets the requirements of paragraph (2) and the certifications required by paragraph (3) with respect to the plan.
- (2) State plan — A plan meets the requirements of this paragraph if the plan specifies which State agency or agencies will administer, supervise, or oversee the programs carried out under the plan, and describes how the State intends to do the following:
  - (A) Design and deliver programs to achieve the purposes of this section.
  - (B) Ensure that all political subdivisions in the State are served by the program, though not necessarily in a uniform manner.
  - (C) Ensure that the programs serve children of various ages and at various stages of achieving independence.
  - (D) Involve the public and private sectors in helping adolescents in foster care achieve independence.
  - (E) Use objective criteria for determining eligibility for benefits and services under the programs, and for ensuring fair and equitable treatment of benefit recipients.
  - (F) Cooperate in national evaluations of the effects of the programs in achieving the purposes of this section.
- (3) Certifications — The certifications required by this paragraph with respect to a plan are the following:
  - (A) A certification by the chief executive officer of the State that the State will provide assistance and services to children who have left foster care because they have attained 18 years of age, and who have not attained 21 years of age.
  - (B) A certification by the chief executive officer of the State that not more than 30 percent of the amounts paid to the State from its allotment under subsection (c) for a fiscal year will be expended for room or board for children who have left foster care because they have attained 18 years of age, and who have not attained 21 years of age.
  - (C) A certification by the chief executive officer of the State that none of the amounts paid to the State from its allotment under subsection (c) will be expended for room or board for any child who has not attained 18 years of age.
  - (D) A certification by the chief executive officer of the State that the State will use training funds provided under the program of Federal payments for foster care and adoption assistance to provide training to help foster parents, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living, and will, to the extent possible, coordinate such training with the independent living program conducted for adolescents.
  - (E) A certification by the chief executive officer of the State that the State has consulted widely with public and private organizations in developing the plan and that the State has given all interested members of the public at least 30 days to submit comments on the plan.

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- (F) A certification by the chief executive officer of the State that the State will make every effort to coordinate the State programs receiving funds provided from an allotment made to the State under subsection (c) with other Federal and State programs for youth (especially transitional living youth projects funded under part B of title III of the Juvenile Justice and Delinquency Prevention Act of 1974), abstinence education programs, local housing programs, programs for disabled youth (especially sheltered workshops), and school-to-work programs offered by high schools or local workforce agencies.
- (G) A certification by the chief executive officer of the State that each Indian tribe in the State has been consulted about the programs to be carried out under the plan; that there have been efforts to coordinate the programs with such tribes; and that benefits and services under the programs will be made available to Indian children in the State on the same basis as to other children in the State.
- (H) A certification by the chief executive officer of the State that the State will ensure that adolescents participating in the program under this section participate directly in designing their own program activities that prepare them for independent living and that the adolescents accept personal responsibility for living up to their part of the program.
- (I) A certification by the chief executive officer of the State that the State has established and will enforce standards and procedures to prevent fraud and abuse in the programs carried out under the plan.
- (4) Approval.—The Secretary shall approve an application submitted by a State pursuant to paragraph (1) for a period if—
- (A) the application is submitted on or before June 30 of the calendar year in which such period begins; and
- (B) the Secretary finds that the application contains the material required by paragraph (1).
- (5) Authority to implement certain amendments; notification.—A State with an application approved under paragraph (4) may implement any amendment to the plan contained in the application if the application, incorporating the amendment, would be approvable under paragraph (4). Within 30 days after a State implements any such amendment, the State shall notify the Secretary of the amendment.
- (6) Availability.—The State shall make available to the public any application submitted by the State pursuant to paragraph (1), and a brief summary of the plan contained in the application.
- (c) Allotments to States.—
- (1) In general.—From the amount specified in subsection (h) that remains after applying subsection (g)(2) for a fiscal year, the Secretary shall allot to each State with an application approved under subsection (b) for the fiscal year the amount which bears the same ratio to such remaining amount as the number of children in foster care under a program of the State in the most recent fiscal year for which such information is available bears to the total number of children in foster care in all States for such most recent fiscal year, as adjusted in accordance with paragraph (2).
- (2) Hold harmless provision.—
- (A) In general.—The Secretary shall allot to each State whose allotment for a fiscal year under paragraph (1) is less than the greater of \$500,000 or the amount payable to the State under this section for fiscal year 1998, an additional amount equal to the difference between such allotment and such greater amount.
- (B) Ratable reduction of certain allotments.—In the case of a State not described in subparagraph (A) of this paragraph for a fiscal year, the Secretary shall reduce the amount allotted to the State for the fiscal year under paragraph (1) by the amount that bears the same ratio to the sum of the differences determined under subparagraph (A) of this paragraph for the fiscal year as the excess of the amount so allotted over the greater of \$500,000 or the amount payable to the State under this section for fiscal year 1998 bears to the sum of such excess amounts determined for all such States.
- (d) Use of Funds —

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- (1) In general —A State to which an amount is paid from its allotment under subsection (c) may use the amount in any manner that is reasonably calculated to accomplish the purposes of this section.
  - (2) No supplantation of other funds available for same general purposes.—The amounts paid to a State from its allotment under subsection (c) shall be used to supplement and not supplant any other funds which are available for the same general purposes in the State.
  - (3) Two-year availability of funds —Payments made to a State under this section for a fiscal year shall be expended by the State in the fiscal year or in the succeeding fiscal year.

(e) Penalties —

- (1) Use of grant in violation of this part.—If the Secretary is made aware, by an audit conducted under chapter 75 of title 31, United States Code, or by any other means, that a program receiving funds from an allotment made to a State under subsection (c) has been operated in a manner that is inconsistent with, or not disclosed in the State application approved under subsection (b), the Secretary shall assess a penalty against the State in an amount equal to not less than 1 percent and not more than 5 percent of the amount of the allotment.
- (2) Failure to comply with data reporting requirement.—The Secretary shall assess a penalty against a State that fails during a fiscal year to comply with an information collection plan implemented under subsection (f) in an amount equal to not less than 1 percent and not more than 5 percent of the amount allotted to the State for the fiscal year.
- (3) Penalties based on degree of noncompliance.—The Secretary shall assess penalties under this subsection based on the degree of noncompliance.

(f) Data Collection and Performance Measurement.—

- (1) In general.—The Secretary, in consultation with State and local public officials responsible for administering independent living and other child welfare programs, child welfare advocates, Members of Congress, youth service providers, and researchers, shall—
  - (A) develop outcome measures (including measures of educational attainment, high school diploma, employment, avoidance of dependency, homelessness, nonmarital childbirth, incarceration, and high-risk behaviors) that can be used to assess the performance of States in operating independent living programs;
  - (B) identify data elements needed to track—
    - (i) the number and characteristics of children receiving services under this section;
    - (ii) the type and quantity of services being provided; and
    - (iii) State performance on the outcome measures; and
  - (C) develop and implement a plan to collect the needed information beginning with the second fiscal year beginning after the date of the enactment of this section.
- (2) Report to the Congress.—Within 12 months after the date of the enactment of this section, the Secretary shall submit to the Committee on Ways and Means of the House of Representatives and the Committee on Finance of the Senate a report detailing the plans and timetable for collecting from the States the information described in paragraph (1) and a proposal to impose penalties consistent with paragraph (e)(2) on States that do not report data.

(g) Evaluations.—

- (1) In general.—The Secretary shall conduct evaluations of such State programs funded under this section as the Secretary deems to be innovative or of potential national significance. The evaluation of any such program shall include information on the effects of the program on education, employment, and personal development. To the maximum extent practicable, the evaluations shall be based on rigorous scientific standards including random assignment to treatment and control groups. The Secretary is encouraged to work directly with State and local governments to design methods for conducting the evaluations, directly or by grant, contract, or cooperative agreement.
- (2) Funding of evaluations.—The Secretary shall reserve 1.5 percent of the amount specified in subsection (h) for a fiscal year to carry out, during the fiscal year, evaluation, technical

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assistance, performance measurement, and data collection activities related to this section, directly or through grants, contracts, or cooperative agreements with appropriate entities.

(h) Limitations on Authorization of Appropriations.—To carry out this section and for payments to States under section 474(a)(4), there are authorized to be appropriated to the Secretary \$140,000,000 for each fiscal year.”.

(c) Payments to States.—Section 474(a)(4) of such Act (42 U.S.C. 674(a)(4)) is amended to read as follows:

4) the lesser of—

(A) 80 percent of the amount (if any) by which—

- (i) the total amount expended by the State during the fiscal year in which the quarter occurs to carry out programs in accordance with the State application approved under section 477(b) for the period in which the quarter occurs (including any amendment that meets the requirements of section 477(b)(5)); exceeds
- (ii) the total amount of any penalties assessed against the State under section 477(e) during the fiscal year in which the quarter occurs; or

(B) the amount allotted to the State under section 477 for the fiscal year in which the quarter occurs, reduced by the total of the amounts payable to the State under this paragraph for all prior quarters in the fiscal year.”.

(d) Regulations.—Not later than 12 months after the date of the enactment of this Act, the Secretary of Health and Human Services shall issue such regulations as may be necessary to carry out the amendments made by this section.

42 USC 677 note.

(e) Sense of the Congress.—It is the sense of the Congress that States should provide medical assistance under the State plan approved under title XIX of the Social Security Act to 18-, 19-, and 20-year-olds who have been emancipated from foster care.

Subtitle B—Related Foster Care Provision

#### SEC. 111. INCREASE IN AMOUNT OF ASSETS ALLOWABLE FOR CHILDREN IN FOSTER CARE.

Section 472(a) of the Social Security Act (42 U.S.C. 672(a)) is amended by adding at the end the following: “In determining whether a child would have received aid under a State plan approved under section 402 (as in effect on July 16, 1996), a child whose resources (determined pursuant to section 402(a)(7)(B), as so in effect) have a combined value of not more than \$10,000 shall be considered to be a child whose resources have a combined value of not more than \$1,000 (or such lower amount as the State may determine for purposes of such section 402(a)(7)(B)).”.

#### SEC. 112. PREPARATION OF FOSTER PARENTS TO PROVIDE FOR THE NEEDS OF CHILDREN IN STATE CARE.

(a) State Plan Requirement.—Section 471(a) of the Social Security Act (42 U.S.C. 671(a)) is amended—

- (1) by striking “and” at the end of paragraph (22);
- (2) by striking the period at the end of paragraph (23) and inserting “; and”; and
- (3) by adding at the end the following:
  - (24) include a certification that, before a child in foster care under the responsibility of the State is placed with prospective foster parents, the prospective foster parents will be prepared adequately with the appropriate knowledge and skills to provide for the needs of the child, and that such preparation will be continued, as necessary, after the placement of the child.”.

(b) Effective Date.—The amendments made by subsection (a) shall take effect on October 1, 1999.

Subtitle C—Medicaid Amendments

#### SEC. 121. STATE OPTION OF MEDICAID COVERAGE FOR ADOLESCENTS LEAVING FOSTER CARE.

(a) In General.—Subject to subsection (c), title XIX of the Social Security Act, is amended—

- (1) in section 1902(a)(10)(A)(ii) (42 U.S.C. 1396a(a)(10)(A)(ii))—

- (A) by striking “or” at the end of subclause (XIII);
- (B) by adding “or” at the end of subclause (XIV); and
- (C) by adding at the end the following new subclause:

(XV) who are independent foster care adolescents (as defined in section 1905(v)(1)), or who are within any reasonable categories of such adolescents specified by the State;” and (2) by adding at the end of section 1905 (42 U.S.C. 1396d) the following new subsection:

(v)(1) For purposes of this title, the term “independent foster care adolescent” means an individual—

- (A) who is under 21 years of age;
- (B) who, on the individual’s 18th birthday, was in foster care under the responsibility of a State; and
- (C) whose assets, resources, and income do not exceed such levels (if any) as the State may establish consistent with paragraph (2).

- (2) The levels established by a State under paragraph (1)(C) may not be less than the corresponding levels applied by the State under section 1931(b).
- (3) A State may limit the eligibility of independent foster care adolescents under section 1902(a)(10)(A)(ii)(XV) to those individuals with respect to whom foster care maintenance payments or independent living services were furnished under a program funded under part E of title IV before the date the individuals attained 18 years of age.”.

(b) Effective Date.—The amendments made by subsection (a) apply to medical assistance for items and services furnished on or after October 1, 1999.42 USC 1396a note.

(c) Contingency in Enactment.—If the Ticket to Work and Work Incentives Improvement Act of 1999 is enacted (whether before, on, or after the date of the enactment of this Act)—

- (1) the amendments made by that Act shall be executed as if this Act had been enacted after the enactment of such other Act;
- (2) with respect to subsection (a)(1)(A) of this section, any reference to subclause (XIII) is deemed a reference to subclause (XV);
- (3) with respect to subsection (a)(1)(B) of this section, any reference to subclause (XIV) is deemed a reference to subclause (XVI);
- (4) the subclause (XV) added by subsection (a)(1)(C) of this section—
  - (A) is redesignated as subclause (XVII); and
  - (B) is amended by striking “section 1905(v)(1)” and inserting “section 1905(w)(1)”; and
- (5) the subsection (v) added by subsection (a)(2) of this section—
  - (A) is redesignated as subsection (w); and
  - (B) is amended by striking “1902(a)(10)(A)(ii)(XV)” and inserting “1902(a)(10)(A)(ii)(XVII)”. Subtitle D—Adoption Incentive Payments

#### SEC. 131. INCREASED FUNDING FOR ADOPTION INCENTIVE PAYMENTS.

(a) Supplemental Grants.—Section 473A of the Social Security Act (42 U.S.C. 673b) is amended by adding at the end the following:

(j) Supplemental Grants.—

(1) In general.—Subject to the availability of such amounts as may be provided in advance in appropriations Acts, in addition to any amount otherwise payable under this section to any State that is an incentive eligible State for fiscal year 1998, the Secretary shall make a grant to the State in an amount equal to the lesser of—

(A) the amount by which—

- (i) the amount that would have been payable to the State under this section during fiscal year 1999 (on the basis of adoptions in fiscal year 1998) in the absence of subsection (d)(2) if sufficient funds had been available for the payment; exceeds

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- (ii) the amount that, before the enactment of this subsection, was payable to the State under this section during fiscal year 1999 (on such basis); or
  - (B) the amount that bears the same ratio to the dollar amount specified in paragraph (2) as the amount described by subparagraph (A) for the State bears to the aggregate of the amounts described by subparagraph (A) for all States that are incentive-eligible States for fiscal year 1998.
- (2) Funding.—\$23,000,000 of the amounts appropriated under subsection (h)(1) for fiscal year 2000 may be used for grants under paragraph (1) of this subsection.”.
- (b) Limitation on Authorization of Appropriations.—Section 473A(h)(1) of the Social Security Act (42 U.S.C. 673b(h)(1)) is amended to read as follows:
- (1) In general.—For grants under subsection (a), there are authorized to be appropriated to the Secretary—
    - (A) \$20,000,000 for fiscal year 1999;
    - (B) \$43,000,000 for fiscal year 2000; and
    - (C) \$20,000,000 for each of fiscal years 2001 through 2003.”.

**Amendment to Title IV-E, John H. Chafee Foster Care Independence Program – Educational and Training Voucher Program:**

**PL 107-133, The Promoting Safe and Stable Families Amendments of 2001**

TITLE II--FOSTER CARE AND INDEPENDENT LIVING

SEC. 201. EDUCATIONAL AND TRAINING VOUCHERS FOR YOUTHS AGING OUT OF FOSTER CARE.

- (a) Purpose.--Section 477(a) (42 U.S.C. 677(a)) is amended--
- (1) by striking “and” at the end of paragraph (4);
  - (2) by striking the period at the end of paragraph (5) and inserting “; and”; and
  - (3) by adding at the end the following new paragraph:
    - “(6) to make available vouchers for education and training, including postsecondary training and education, to youths who have aged out of foster care.”.
- (b) Educational and Training Vouchers.--Section 477 (42 U.S.C. 677) is amended by adding at the end the following: “(i) Educational and Training Vouchers.--The following conditions shall apply to a State educational and training voucher program under this section: “(1) Vouchers under the program may be available to youths otherwise eligible for services under the State program under this section.”(2) For purposes of the voucher program, youths adopted from foster care after attaining age 16 may be considered to be youths otherwise eligible for services under the State program under this section.

[[Page 115 STAT. 2423]]

- “(3) The State may allow youths participating in the voucher program on the date they attain 21 years of age to remain eligible until they attain 23 years of age, as long as they are enrolled in a postsecondary education or training program and are making satisfactory progress toward completion of that program.
- “(4) The voucher or vouchers provided for an individual under this section--
  - “(A) may be available for the cost of attendance at an institution of higher education, as defined in section 102 of the Higher Education Act of 1965; and
  - “(B) shall not exceed the lesser of \$5,000 per year or the total cost of attendance, as defined in section 472 of that Act.
- “(5) The amount of a voucher under this section may be disregarded for purposes of determining the recipient's eligibility for, or the amount of, any other Federal or Federally supported assistance, except that the total amount of educational assistance to a youth under this section and under other Federal and Federally supported programs shall not exceed the total cost of attendance, as defined in section 472 of the Higher Education Act of 1965, and except that the State agency shall take appropriate steps to prevent duplication of benefits under this and other Federal or Federally supported programs.
- “(6) The program is coordinated with other appropriate education and training programs.”.

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- (c) Certification.--Section 477(b)(3) (42 U.S.C. 677(b)(3)) is amended by adding at the end the following:
- “(J) A certification by the chief executive officer of the State that the State educational and training voucher program under this section is in compliance with the conditions specified in subsection (i), including a statement describing methods the State will use--
  - “(i) to ensure that the total amount of educational assistance to a youth under this section and under other Federal and Federally supported programs does not exceed the limitation specified in subsection (i)(5); and
  - “(ii) to avoid duplication of benefits under this and any other Federal or Federally assisted benefit program.”.

- (d) Increased Authorizations of Appropriations.--Section 477(h) (42 U.S.C. 677(h)) is amended by striking “there are authorized” and all that follows and inserting the following: “there are authorized to be appropriated to the Secretary for each fiscal year--
- “(1) \$140,000,000, which shall be available for all purposes under this section; and
  - “(2) an additional \$60,000,000, which are authorized to be available for payments to States for education and training vouchers for youths who age out of foster care, to assist the youths to develop skills necessary to lead independent and productive lives.”.

- (e) Allotments to States.--Section 477(c) (42 U.S.C. 677(c)) is amended-- (1) in paragraph (1)--

- (A) by striking “(1) In general.--From the amount specified in subsection (h)” and inserting “(1) General program allotment.--From the amount specified in subsection (h)(1)”; and
  - (B) by striking “which bears the same ratio” and inserting “which bears the ratio”; and
  - (C) by striking “as the number of children in foster care” and all that follows and inserting “equal to the State foster care ratio, as adjusted in accordance with paragraph (2).”; and
- (2) by adding at the end the following new paragraphs:
- “(3) Voucher program allotment.--From the amount, if any, appropriated pursuant to subsection (h)(2) for a fiscal year, the Secretary may allot to each State with an application approved under subsection (b) for the fiscal year an amount equal to the State foster care ratio multiplied by the amount so specified.
  - “(4) State foster care ratio.--In this subsection, the term ‘State foster care ratio’ means the ratio of the number of children in foster care under a program of the State in the most recent fiscal year for which the information is available to the total number of children in foster care in all States for the most recent fiscal year.”.

- (f) Payments to States.--

(1) In general.--Section 474(a)(4) (42 U.S.C. 674(a)(4)) is amended to read as follows:

- “(4) an amount equal to the amount (if any) by which--
  - “(A) the lesser of--
    - “(i) 80 percent of the amounts expended by the State during the fiscal year in which the quarter occurs to carry out programs in accordance with the State application approved under section 477(b) for the period in which the quarter occurs (including any amendment that meets the requirements of section 477(b)(5)); or
    - “(ii) the amount allotted to the State under section 477(c)(1) for the fiscal year in which the quarter occurs, reduced by the total of the amounts payable to the State under this paragraph for all prior quarters in the fiscal year; exceeds“(B) the total amount of any penalties assessed against the State under section 477(e) during the fiscal year in which the quarter occurs.”.

- (2) Discretionary grants.--Section 474 (42 U.S.C. 674) is amended by adding at the end the following:

“(e) Discretionary Grants for Educational and Training Vouchers for Youths Aging out of Foster Care.--From amounts appropriated pursuant to section 477(h)(2), the Secretary may make a grant to a State with a plan approved under this part, for a calendar quarter, in an amount equal to the lesser of--

- “(1) 80 percent of the amounts expended by the State during the quarter to carry out programs for the purposes described in section 477(a)(6); or
- “(2) the amount, if any, allotted to the State under section 477(c)(3) for the fiscal year in which the quarter occurs, reduced by the total of the amounts payable to the State under this subsection for such purposes for all prior quarters in the fiscal year.”.

## SEC. 202. REALLOCATION AND EXTENSION OF FUNDS.

- (a) Reallocation of Unused Funds.--Section 477(d) (42 U.S.C. 677(d)) is amended by adding at the end the following:

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“(4) Reallocation of unused funds.--If a State does not apply for funds under this section for a fiscal year within such time as may be provided by the Secretary, the funds to which the State would be entitled for the fiscal year shall be reallocated to 1 or more other States on the basis of their relative need for additional payments under this section, as determined by the Secretary.”.

(b) Temporary <<NOTE: 42 USC 677 note.>> Extension of Availability of Independent Living Funds.-- Notwithstanding section 477(d)(3) of the Social Security Act, payments made to a State under section 477 of such Act for fiscal year 2000 shall remain available for expenditure by the State through fiscal year 2002.

### TITLE III--EFFECTIVE DATE

SEC. 301. <<NOTE: 42 USC 629 note.>> EFFECTIVE DATE.

- (a) In General.--Subject to subsection (b), the amendments made by this Act shall take effect on the date of the enactment of this Act.
- (b) Delay Permitted if State Legislation Required.--In the case of a State plan under subpart 2 of part B or part E of the Social Security Act that the Secretary of Health and Human Services determines requires State legislation (other than legislation appropriating funds) in order for the plan to meet the additional requirements imposed by the amendments specified in subsection (a) of this section, the State plan shall not be regarded as failing to comply with the requirements of such part solely on the basis of the failure of the plan to meet the additional requirements before the first day of the first calendar quarter beginning after the close of the first regular session of the State legislature that begins after the date of the enactment of this Act. For purposes of the preceding sentence, in the case of a State that has a 2-year legislative session, each year of the session shall be deemed to be a separate regular session of the State legislature.

Approved January 17, 2002.

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## APPENDIX C

### **CFCIP EXCERPT FROM PROGRAM INSTRUCTION FOR FIVE-YEAR CHILD AND FAMILY SERVICES PLAN: 2005-2009**

#### CHAFFEE FOSTER CARE INDEPENDENCE AND EDUCATION AND TRAINING VOUCHERS PROGRAMS

States must include in the CFSP a description of the Chafee Foster Care Independence and the Education and Training Vouchers Programs services to be provided in the upcoming fiscal year (FY 2005). In order to fulfill the intent of the Act, which is in keeping with positive youth development, States are strongly encouraged to include youth, presently in care as well as former foster youth, as critical stakeholders in the development of the State plan. States must identify the State agency or agencies that will administer, supervise or oversee the programs and provide a statement that indicates that the State agency will cooperate in national evaluations of the effects of the programs in achieving the purposes of CFCIP. The Chafee section of the CFSP must address the following:

1. Education and Training Vouchers program. States should note that purpose 6 of section 477(a) is to make available vouchers for education and training, including postsecondary training and education to youths who have aged out of foster care. ACYF-CB-PI-03-06, issued July 8, 2003, provided the specific guidance to develop this portion of the plan. Describe how the State will establish, expand or strengthen its post secondary educational assistance program to achieve the purpose of the ETV program (section 477(a)(6) of the Act) and to accomplish the purposes of the Act. States must describe the methods they use to operate the program efficiently and assure that they will comply with the conditions specified in subsection 477(i). (See Attachment E.) The components that apply to CFCIP also apply to ETV and must be included

in the narrative section of the CFSP either alone or in combination with the CFCIP portion of the plan.

2. States should discuss how they will design, conduct and/or strengthen their programs to achieve the purposes of section 477(b)(2)(A) and section 477(a)(1-6) of the Act to:
  - Help youth transition to self-sufficiency;
  - Help youth receive the education, training and services necessary to obtain employment;
  - Help youth prepare for and enter postsecondary training and educational institutions;
  - Provide personal and emotional support to youth through mentors and the promotion of interactions with dedicated adults;
  - Provide financial, housing, counseling, employment, education and other appropriate support and services to former foster care recipients between 18 and 21 years of age; and
  - Make available vouchers for education and training, including postsecondary education, to youth who have aged out of foster care.

#### **Services to Youth Ages 18 - 20:**

Section 477(a)(5) permits States to provide services to youth ages 18 through 20 years who have left foster care but have not reached their twenty-first birthday. States are required to provide services (including room and board) to, and expend funds on behalf of, youth who left foster care because they attained 18 years of age, but have not yet attained 21 years of age (Section 477(b)(3)). In the State plan, States should describe the approaches being used to address these provisions.

**Room and Board:** The State must develop a reasonable definition of "room and board" and provide the definition in the CFSP. The CFSP must include a description of the approach(es) being used to make room and board available

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to youth ages 18 through 20. States are required to certify (by signing the Certification form in Attachment E) in their State plans that no more than 30 percent of their allotment of Federal funds will be expended for room and board for youth who left foster care because they attained 18 years of age, but have not yet attained 21 years of age.

3. Describe how youth of various ages and at various stages of achieving independence are to be served, particularly with regard to services for (1) youth under 16, (2) youth 16 - 18 and (3) youth 18 through 20. The description should include the identification of State statutory and/or administrative barriers, if any, which, in order to facilitate the State serving a broader range of eligible youth, need to be eliminated or amended. States should also discuss how they are developing services for those individuals "likely to remain in foster care until age 18." Some identifiers of individuals "likely to remain in foster care until 18" include, but are not limited to, age, ethnicity, presenting problems, case histories, and individual case goals and objectives.
4. Discuss how the State involves the public and private sectors in helping adolescents in foster care achieve self-sufficient independence. Beginning in FY 2000, States have had an opportunity to conduct meetings and plan activities with various partners and stakeholders to design and develop a CFCIP State plan.
5. States should describe in detail how public and private organizations representing a wide range of stakeholders and consumers, in particular Indian Tribes, were consulted, and are involved in, the development of this part of the CFSP.
6. States should discuss their efforts: (1) to coordinate with "other Federal and State programs for youth (especially transitional living programs funded under Part B of the Juvenile Justice and Delinquency Prevention Act of 1974, abstinence programs, local housing programs, programs for disabled youth (especially sheltered workshops), and school-to-work programs...", and; (2) to consult with and coordinate with "each Indian tribe in the State" and ensure "that benefits and services under the program will be available to Indian children in the State on the same basis as to other children in the State" (certifications F and G, section 477(b)(3)). Also, States are encouraged to coordinate services with other relevant programs, including, but not limited to, the Court Improvement Program, Community Action Agencies, and Medicaid.
7. The CFSP should describe how the State has utilized, or is coordinating efforts to utilize, the option to expand Medicaid to provide services to youth ages 18 to 20 years old who have aged out of foster care. Subtitle C, section 121 of PL 106-169 permits States to expand Medicaid eligibility for youth transitioning from foster care. A State may provide Medicaid to all young people under the age of 21 who were in foster care under the responsibility of the State on their eighteenth birthday, or to "reasonable categories" of this group. If the State does not choose to provide Medicaid to all young people under the age of 21 who were in foster care under the State's responsibility on their eighteenth birthday, the State plan should describe what "reasonable categories" of children it has chosen to provide Medicaid services to, if any.
8. Discuss the objective criteria the State uses for determining eligibility for benefits and services under the programs, including the process for developing the criteria.
9. Discuss how the State ensures fair and equitable treatment of benefit recipients.
10. Describe how the comments received from the public (both written and oral), influenced the contents of the Plan.

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## APPENDIX D

### DIRECTORY OF USEFUL INTERNET SITES

The following Internet sites offer a variety of information and resources related to foster care and independent living. In addition, each NFCC member organization has its own website, listed in Appendix A, which offer a wealth of resource information, publications and other materials, and links.

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#### LEGISLATIVE & FEDERAL

U.S. Federal Government Agencies Directory: [www.lib.lsu.edu/gov/fedgov.html](http://www.lib.lsu.edu/gov/fedgov.html)

Library of Congress Directory of State and Local Government Internet pages: [www.lcweb.loc.gov/global/state/stategov.html](http://www.lcweb.loc.gov/global/state/stategov.html)

Federal funding and grants: [www.grants.gov](http://www.grants.gov)

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#### FCIA AND IL RESOURCES

Full text of the Foster Care Independence Act of 1999, and other past, current, or pending legislation on the Thomas website: <http://thomas.loc.gov>

Updated status on implementation of the Act, funding notices, and guidance about the FCIA and other Federal initiatives on the Children's Bureau website: [www.acf.dhhs.gov/programs/cb](http://www.acf.dhhs.gov/programs/cb)

Full text of both *Frequently Asked Questions I and II* on the NFCC website: [www.natlfostercare.org](http://www.natlfostercare.org)

Timely information about the FCIA and other related foster care issues on the Connect for Kids website: [www.connectforkids.org](http://www.connectforkids.org)

Online discussion list serve, listing of all state independent living coordinators, and state by state information on independent living services on the National Child Welfare Resource Center for Youth Development website: [www.nrcys.ou.edu/nrcyd](http://www.nrcys.ou.edu/nrcyd)

Ansell-Casey Life Skills Assessments and life skills training resources: [www.caseylifeskills.org](http://www.caseylifeskills.org)

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#### FOSTER CARE AND ADOPTION

National Child Welfare Resource Center for Family Centered Practice and Permanency Planning: [www.hunter.cuny.edu/socwork/nrcfcpp/](http://www.hunter.cuny.edu/socwork/nrcfcpp/)

National Council of Juvenile and Family Court Judges Permanency Planning Project: [www.ncjfcj.org](http://www.ncjfcj.org)

Adoption/Foster/Kinship Care Publications: [www.welfareinfo.org/cwadoption/fostercare.htm](http://www.welfareinfo.org/cwadoption/fostercare.htm)

National Resource Center for Special Needs Adoption: [www.spaulding.org](http://www.spaulding.org)

National Adoption Information Clearinghouse: [guthrie.hunter.cuny.edu/socwork/nrcfcpp/](http://guthrie.hunter.cuny.edu/socwork/nrcfcpp/)

North American Council on Adoptable Children (NACAC) (see especially *Shortening Children's Stays: Innovative Permanency Planning Options*): [www.nacac.org](http://www.nacac.org)

Pew Commission on Children in Foster Care: [www.pewfostercare.org](http://www.pewfostercare.org)

Fostering Futures: [www.fosteringfutures.org](http://www.fosteringfutures.org)

Chapin Hall Center for Children (research): [www.chapinhall.org](http://www.chapinhall.org)

CWLA National Data Analysis System (NDAS): <http://ndas.cwla.org>

Casey Family Services-Casey Center for Effective Child Welfare Practice: [www.caseyfamilyservices.org/pr\\_casey\\_center.html](http://www.caseyfamilyservices.org/pr_casey_center.html)

California Permanency for Youth Project [www.cpy.org](http://www.cpy.org)

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## MEDICAID & HEALTH

Center for Adolescent Health and the Law:  
[www.adolescenthealthlaw.org](http://www.adolescenthealthlaw.org)

FMAP chart: Federal and State matching rates  
for Medicaid costs:  
[www.aspe.hhs.gov/health/fmap.htm](http://www.aspe.hhs.gov/health/fmap.htm)

State Medicaid officials list:  
[www.cms.hhs.gov/medicaid/  
mcontact.asp](http://www.cms.hhs.gov/medicaid/mcontact.asp)

EPSDT requirements and information:  
[www.cms.hhs.gov/medicaid/epsdt/  
default.asp](http://www.cms.hhs.gov/medicaid/epsdt/default.asp)

National Health Law Project:  
[www.healthlaw.org/index.shtml](http://www.healthlaw.org/index.shtml)

American Medical Association Adolescent  
Health Online: [www.ama-  
assn.org/ama/pub/category/1947.html](http://www.ama-assn.org/ama/pub/category/1947.html)

Covering Kids: [www.coveringkids.org](http://www.coveringkids.org)

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## YOUTH WITH SPECIAL NEEDS

Maternal and Child Health Bureau, Division  
of Services for Children with Special Health  
Needs: [www.mchb.hrsa.gov/programs/  
default.htm](http://www.mchb.hrsa.gov/programs/default.htm)

State Departments of Mental Health:  
[www.state.sc.us/dmh/usa\\_map.htm](http://www.state.sc.us/dmh/usa_map.htm)

Department of Education, IDEA:  
[www.ed.gov/about/offices/list/osers/  
index.html](http://www.ed.gov/about/offices/list/osers/index.html)

Department of Vocational and Rehabilitation  
Services: [www.ed.gov/offices/OVAE/](http://www.ed.gov/offices/OVAE/)

Healthy and Ready to Work:  
[www.mchbhrtw.org](http://www.mchbhrtw.org)

Family Voices: [www.familyvoices.org](http://www.familyvoices.org)

Families USA: [www.familiesusa.org](http://www.familiesusa.org)

Family Village: [www.familyvillage.wisc.edu](http://www.familyvillage.wisc.edu)

National Parent Network on Disabilities:  
[www.npnd.org](http://www.npnd.org)

US Chamber of Commerce site for employing  
youth with disabilities: [www.uschamber.com/  
cwp/strategies/disabilities/default](http://www.uschamber.com/cwp/strategies/disabilities/default)

Job Accommodation Network for youth with  
disabilities: [www.jan.wvu.edu](http://www.jan.wvu.edu)

Pacer Program Technical Assistance and  
Training on the Rehabilitation Act:  
[www.pacer.org](http://www.pacer.org)

The Bazelon Center for Mental Health Law:  
[www.bazelon.org](http://www.bazelon.org)

Federation for Families for Children's Mental  
Health: [www.ffcmmh.org](http://www.ffcmmh.org)

The National Association of Protection and  
Advocacy Systems: [www.napas.org](http://www.napas.org)

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## HOUSING

U.S. Department of Housing and Urban  
Development: [www.hud.gov](http://www.hud.gov)

National Coalition for the Homeless:  
[www.nationalhomeless.org](http://www.nationalhomeless.org)

National Community Development  
Association: [www.ncdaonline.org](http://www.ncdaonline.org)

National Association of Housing and  
Redevelopment Officials: [www.nahro.org](http://www.nahro.org)

National Home of Your Own Alliance:  
[www.alliance.unh.edu](http://www.alliance.unh.edu)

Child Welfare League of America:  
[www.cwla.org/programs/housing](http://www.cwla.org/programs/housing)

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## YOUTH INVOLVEMENT

Forum for Youth Investment:  
[www.forumforyouthinvestment.org](http://www.forumforyouthinvestment.org)

National Clearinghouse on Families and  
Youth: [www.ncfy.com](http://www.ncfy.com)

National Youth Development Information  
Center: [www.nydic.org](http://www.nydic.org)

Maine Youth Advisory Board website:  
[www.ylat.org](http://www.ylat.org)

State 4-H programs: [www.4h-usa.org](http://www.4h-usa.org)

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## TRIBAL INVOLVEMENT

Bureau of Indian Affairs:  
[www.doi.gov/bureau-indian-affairs.html](http://www.doi.gov/bureau-indian-affairs.html)

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National Indian Child Welfare Association:  
[www.nicwa.org](http://www.nicwa.org)

Office of Indian Education Programs:  
[www.oiep.bia.edu](http://www.oiep.bia.edu)

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## EMPLOYMENT FOR YOUTH

U.S. Department of Labor: [www.dol.gov](http://www.dol.gov)

U.S. DOL Employment and Training  
Administration:  
[www.doleta.gov/youth\\_services/](http://www.doleta.gov/youth_services/)

Jobs Corps and Youth Opportunities  
Grantees:  
[www.dol.gov/dol/topic/training/jobcorps.htm](http://www.dol.gov/dol/topic/training/jobcorps.htm)

America's Jobs: [www.usworkforce.org](http://www.usworkforce.org)

Americorps: [www.americorps.org](http://www.americorps.org)

Workforce Investment Act:  
[www.doleta.gov/usworkforce/wia/act.cfm](http://www.doleta.gov/usworkforce/wia/act.cfm)

*It's My Life: Employment Guide:*  
[www.casey.org/Resources/Publications/ItsMyLifeEmployment.htm](http://www.casey.org/Resources/Publications/ItsMyLifeEmployment.htm)

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## LEGAL ISSUES

American Bar Association Center for  
Children and the Law: [www.abanet.org/child/home.html](http://www.abanet.org/child/home.html)

National Center for Youth Law:  
[www.youthlaw.org](http://www.youthlaw.org)

National Council of Juvenile and Family Court  
Judges: [www.ncjfcj.org](http://www.ncjfcj.org)

Juvenile Law Center: [www.jlc.org](http://www.jlc.org)

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## APPENDIX E

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## APPENDIX F

### STATE ALLOCATIONS FOR THE CFCIP AND CHAFEE ETV PROGRAMS, FISCAL YEAR 2005

#### FY 2005 Chafee Foster Care Independence Program (CFCIP)

State	Final State Allocations	State	Final State Allocations
Alabama	1,563,344	Montana	500,000
Alaska	524,629	Nebraska	1,553,057
Arizona	1,991,020	Nevada	587,636
Arkansas	771,514	New Hampshire	500,000
California	25,012,729	New Jersey	3,298,993
Colorado	2,251,277	New Mexico	540,060
Connecticut	1,733,849	New York	11,585,958
Delaware	500,000	North Carolina	2,451,871
District of Columbia	1,091,992	North Dakota	500,000
Florida	7,889,242	Ohio	4,969,320
Georgia	3,506,787	Oklahoma	2,364,432
Hawaii	763,027	Oregon	2,412,523
Idaho	500,000	Pennsylvania	5,598,104
Illinois	5,556,956	Puerto Rico	1,950,644
Indiana	2,288,567	Rhode Island	600,238
Iowa	1,288,685	South Carolina	1,258,597
Kansas	1,486,707	South Dakota	500,000
Kentucky	1,773,196	Tennessee	2,439,784
Louisiana	1,358,131	Texas	5,706,887
Maine	771,257	Utah	522,829
Maryland	2,962,870	Vermont	500,000
Massachusetts	3,242,415	Virginia	1,812,029
Michigan	5,497,293	Washington	2,161,782
Minnesota	1,887,123	West Virginia	1,046,430
Mississippi	723,166	Wisconsin	2,012,108
Missouri	3,090,942	Wyoming	500,000
		<b>Total</b>	<b>\$137,900,000</b>

## FY 2005 Chafee ETV Program

State	Final State Allocations	State	Final State Allocations
Alabama	534,236	Montana	163,988
Alaska	179,280	Nebraska	530,721
Arizona	680,385	Nevada	200,811
Arkansas	263,647	New Hampshire	106,953
California	8,547,517	New Jersey	1,127,354
Colorado	769,321	New Mexico	184,553
Connecticut	592,502	New York	3,362,375
Delaware	71,536	North Carolina	837,869
District of Columbia	271,732	North Dakota	108,798
Florida	2,695,964	Ohio	1,698,149
Georgia	1,198,362	Oklahoma	807,989
Hawaii	260,747	Oregon	824,423
Idaho	123,123	Pennsylvania	1,913,021
Illinois	1,898,960	Puerto Rico	666,587
Indiana	782,064	Rhode Island	205,117
Iowa	440,378	South Carolina	430,096
Kansas	508,047	South Dakota	138,854
Kentucky	605,948	Tennessee	833,739
Louisiana	399,073	Texas	1,950,195
Maine	263,559	Utah	178,665
Maryland	1,012,491	Vermont	123,826
Massachusetts	1,108,019	Virginia	619,218
Michigan	1,878,571	Washington	738,738
Minnesota	644,880	West Virginia	357,593
Mississippi	247,125	Wisconsin	687,591
Missouri	1,056,257	Wyoming	92,716

**Total** **\$45,923,663**





national foster care coalition